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ABSTRACT

Made up of four separate reports, this document presents comparisons and student comments for five Annenberg/CPB (Corporation for Public Broadcasting) telecourses offered in the fall of 1984: The Brain, Mind and Behavior; The Constitution: That Delicate Balance; The Write Course; The New Literacy; and Congress: We the People. Based on evaluations by 39 to 42 students enrolled in each course with equal numbers at 2- and 4-year institutions, the first section provides comparison data for these categories: (1) College Enrollment Status; (2) Annenberg/CPB Telecourse Enrollment Patterns; (3) The Students' Experience with the Telecourse; (4) The Role of the Institution in the Telecourse Experience; (5) Assessment of the Telecourse Materials; (6) Overall Course Assessment; and (7) Questionnaire Responses. Divided into information collected from 2- and 4-year institutions, section two reports student comments to 13 interview questions that concern such issues as reasons for taking the course; institutional support services for telecourse students; class assignments; and comparisons with on-campus classes. Section three provides a summary of data collected from 100 dropout transcribed and reported here. Questionnaire responses and study log comments are appended. (JB) background, assessment of the Annenberg/CPB telecourse that they had dropped, and reasons for dropping the course. Section four contains data from study logs that were maintained by students enrolled in the five courses. Information was collected from a total of 267 study logs for 85 students; items included number of programs viewed as well as textbook and study guide assignments read, and ratings for each. Comments on each lesson are also transcribed and reported here. Questionnaire responses and study log comments are appended. (JB)

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# ANNENBERG/CPB TELECOURSES:

## COMPARISONS OF STUDENT USES;

## INTERVIEW COMMENT REPORT;

## SURVEY OF DROPOUT STUDENTS;

## STUDY LOG REPORT;

## IN THE FALL OF 1984

February 1985

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# COMPARISONS OF FIVE ANNENBERG/CPB TELECOURSES ON STUDENT USES IN THE FALL OF 1984

PREPARED FOR:

Annenberg/CPB Project
Corporation for Public Broadcasting
1111 Sixteenth Street NW
Washington, D.C. 20036

PREPARED BY:

Research Communications, Ltd.
824 Boylston Street
Chestnut Hill, MA 02167

FEBRUARY 1985

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# COMPARISONS OF ANNENBERG/CPB TELECOURSES

This report provides a comparison of the five Annenberg/CPB courses offered in the fall of 1984. Each course was evaluated by 39-42 students enrolled in the course with equal numbers at two- and four-year institutions. Distribution of the sample was as follows:

| | |
|---|---|
| Brain, Mind and Behavior | 40 |
| The Constitution: That Delicate Balance | 39 |
| The Write Course | 40 |
| New Literacy | 42 |
| Congress: We The People | 39 |

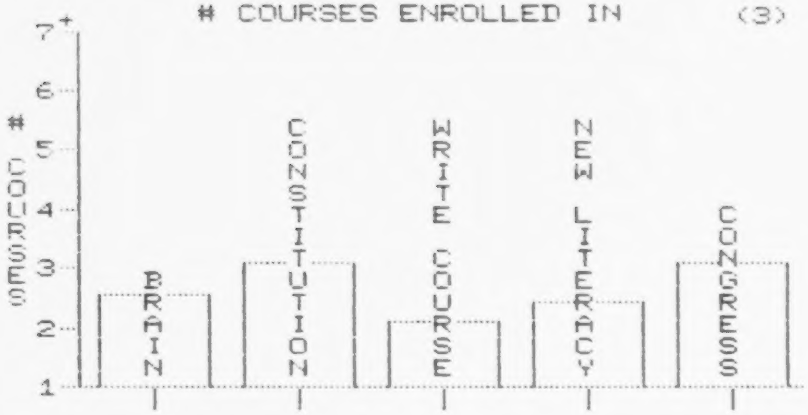
## REPORT FORMAT

| | | PAGE |
|---|---|---|
| PART I. | College Enrollment Status | 2 |
| PART II. | Annenberg/CPB Telecourse Enrollment Patterns | 4 |
| PART III. | The Student's Experience with the Telecourse | 7 |
| PART IV. | The Role of the Institution in the Telecourse Experience | 20 |
| PART V. | Assessment of the Telecourse Materials | 29 |
| PART VI. | Overall Course Assessment | 42 |
| Appendix. | Questionnaire Responses | |

## PART I. COLLEGE ENROLLMENT STATUS

### NUMBER OF COURSES ENROLLED IN

# NUMBER OF COURSES ENROLLED IN



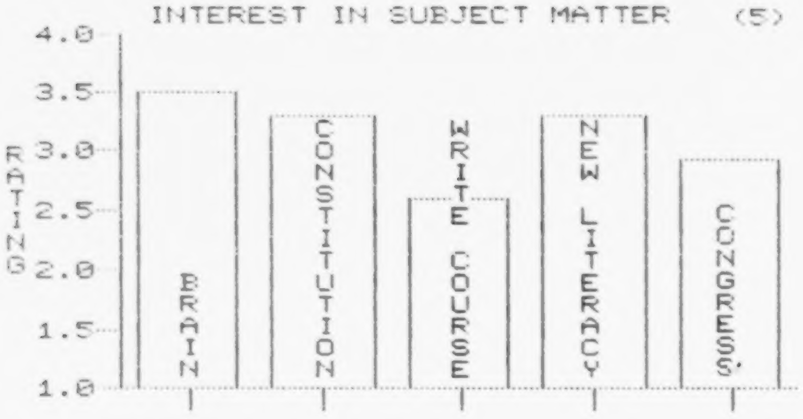
Enrollment in courses other than the telecourse being evaluated ranged from as few as 2.12 for students in the Write Course to 3.12 for those in Congress.

## PART II. ANNENBERG/CPB TELECOURSE ENROLLMENT PATTERNS

### INTEREST IN SUBJECT MATTER

### TELECOURSE IN MAJOR ACADEMIC FIELD

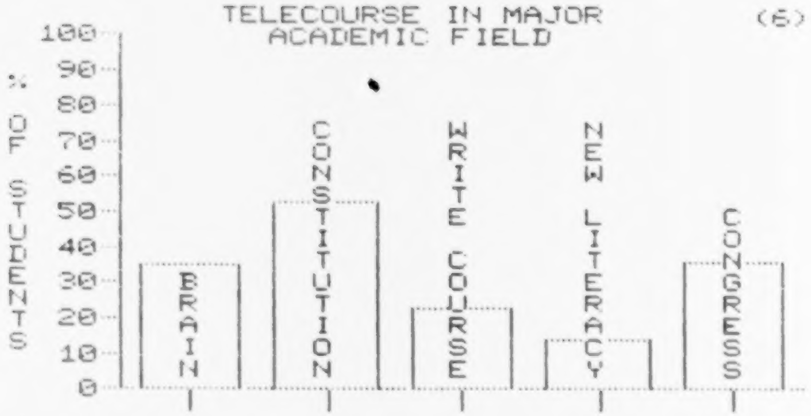
## INTEREST IN SUBJECT MATTER



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

Prior interest in the subject matter was lowest for the Write Course and highest for the Brain. It is interesting to note that prior interest in the Write Course is below the level that most students express for courses they are enrolled in.

## TELECOURSE IN ACADEMIC MAJOR FIELD



Half of the students enrolled in the Constitution indicated that this course was in their academic major field. Congress and Brain were in the academic major field of one-third of the enrolled students. Many fewer were majoring in English or computer science. Since these two latter courses were more entry level than the other three, it is not surprising to find these differences.

## PART III. THE STUDENT'S EXPERIENCE WITH THE TELECOURSE

VIEWING WITH SOMEONE ELSE AT HOME

TAKING NOTES WHILE VIEWING

VIEWED PROGRAM MORE THAN ONCE

NUMBER OF TIMES LEAVE ROOM WHILE VIEWING

PERCENTAGE OF PROGRAMS VIEWED

READ STUDY GUIDE BEFORE

PERCENTAGE OF STUDENTS COMPLETING THE STUDY GUIDE

READ TEXT BEFORE

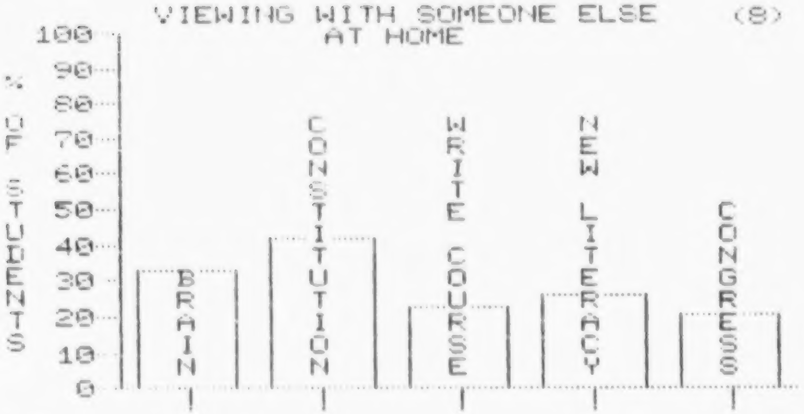
PERCENTAGE OF STUDENTS COMPLETING THE TEXTBOOK

NUMBER OF HOURS SPENT STUDYING

PERFORMANCE IN COURSE

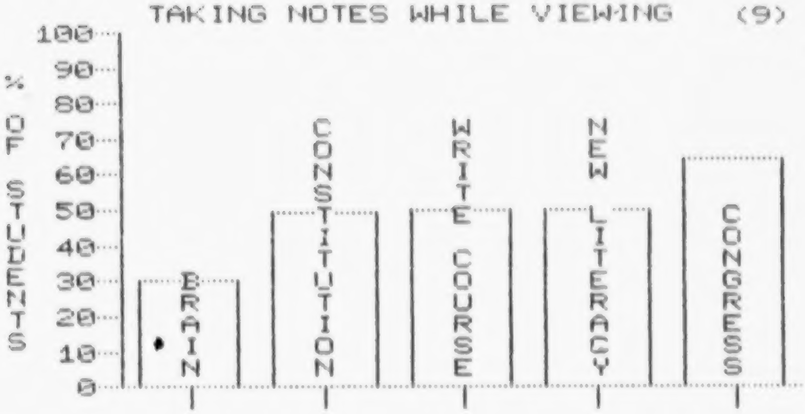
SATISFACTION WITH GRADE

## VIEWING WITH SOMEONE ELSE AT HOME



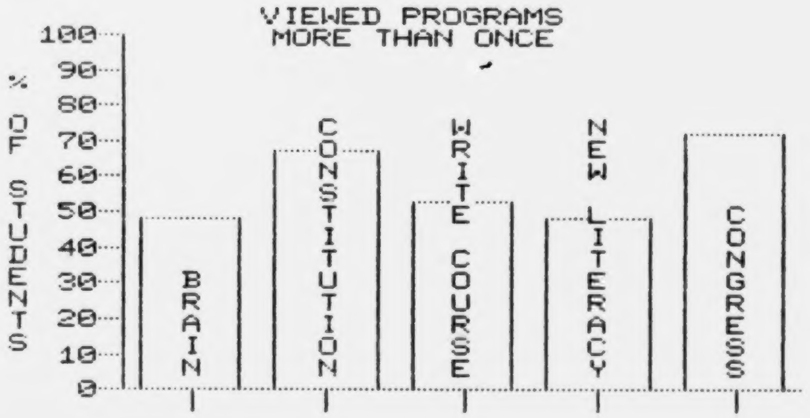
The Constitution was the course most likely to be viewed at home with others. The Brain was also viewed often with someone else. The level of viewing with others was significantly lower for the other three telecourses.

## TAKING NOTES WHILE VIEWING



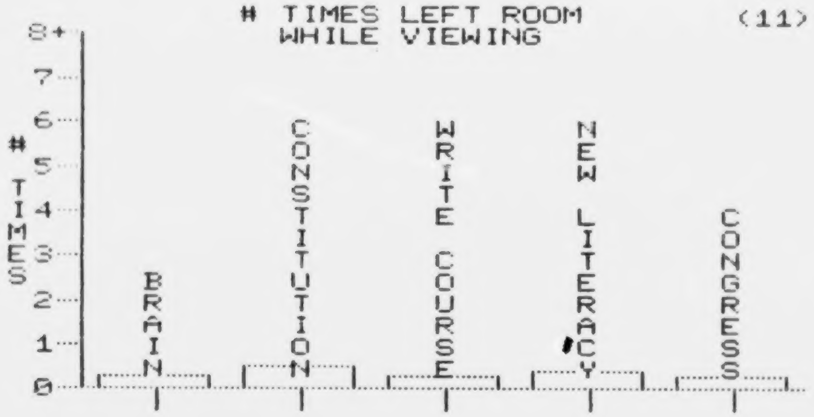
Students were most likely to be taking notes while viewing the Congress series and least likely to take notes while viewing the Brain. It is interesting that half of the students took notes while viewing the New Literacy although the student guide recommends against it.

## VIEWED PROGRAM MORE THAN ONCE



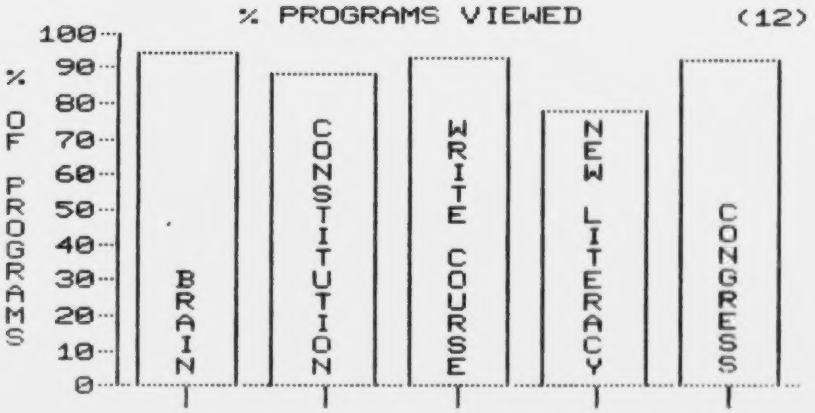
The Congress and Constitution proved to be the programs viewed more than once much more frequently than programs in the other courses. About half of the students reported that they had watched at least one program more than once.

## NUMBER OF TIMES LEAVE ROOM WHILE VIEWING



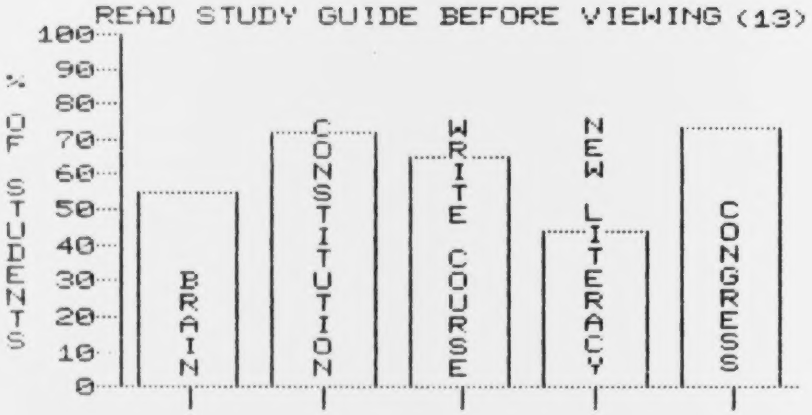
No differences were noted in leaving the room among the five courses.

## PERCENTAGE OF PROGRAMS VIEWED



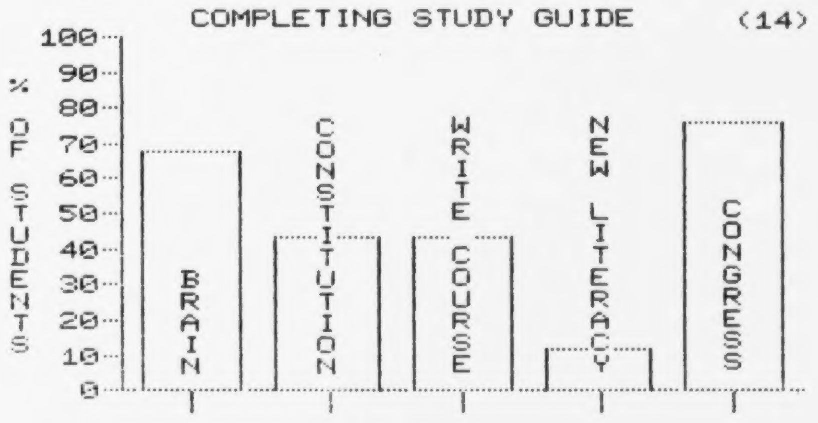
Most of the programs in all series were viewed by students. The New Literacy had the lowest percentage of programs viewed.

## READ STUDY GUIDE BEFORE



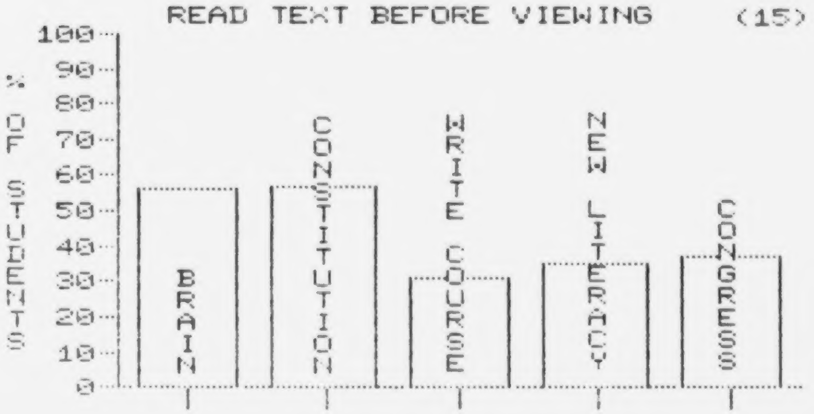
Students enrolled in the Constitution and Congress series were most likely to have read the study guide before viewing the program while somewhat fewer read the Write Course and Brain text before. The New Literacy students were least likely to have read the study guide before viewing the program.

## PERCENTAGE OF STUDENTS COMPLETING THE STUDY GUIDE



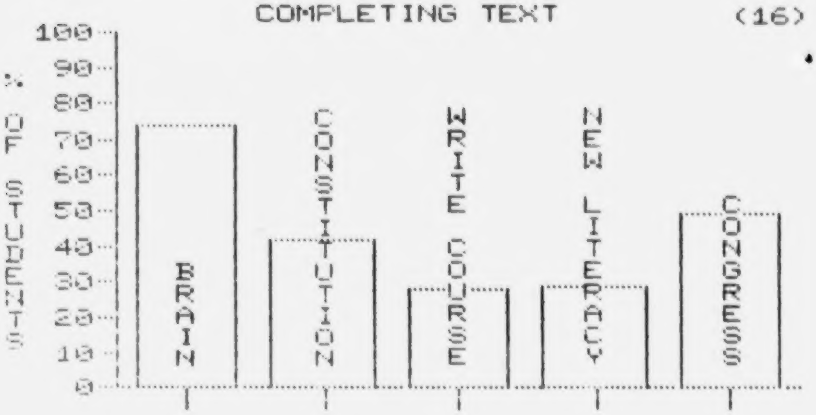
Students in the Congress and Brain telecourses were most likely to complete study guide assignments. Less than half completed assigned readings in the Constitution and Write Course and only 12% finished the New Literacy study guide readings.

# READ TEXT BEFORE



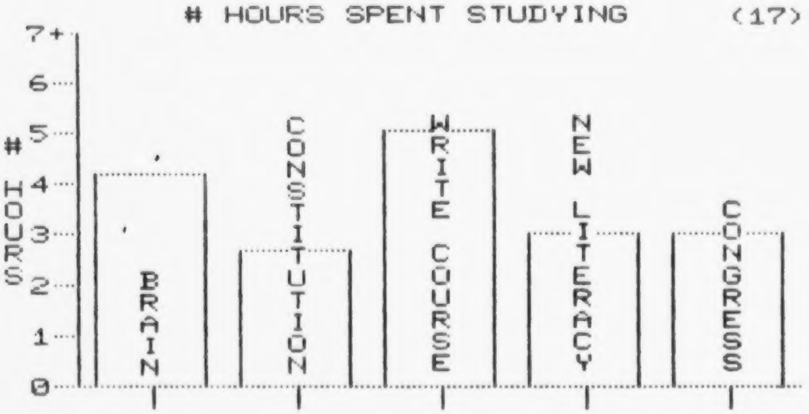
More than half of the students reported that they read the Brain and Constitution text before they viewed the programs while about one-third read the Write Course, New Literacy, and Congress textbook prior to viewing.

## PERCENTAGE OF STUDENTS COMPLETING THE TEXTBOOK



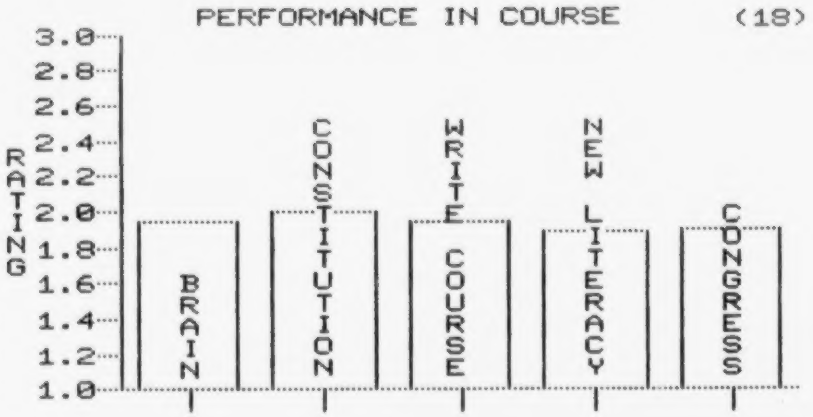
Three-fourths of the students in the Brain telecourse reported that they completed the textbook assignments, well above the completion rates for the other courses. Less than half finished assigned readings in the Constitution and Congress textbooks and only three out of ten finished the Write Course and New Literacy assignments.

## NUMBER OF HOURS SPENT STUDYING PER WEEK



Hours spent studying per week were highest for the Write Course and lowest for the Constitution. These data might be explained, in part, by the number of courses that students were enrolled in. Students in the Constitution and Congress were enrolled in more courses on the average (3.1), than students enrolled in the Write Course (2.1). The Brain had a relatively high level of studying per week considering the concomitant courseload of 2.6 courses.

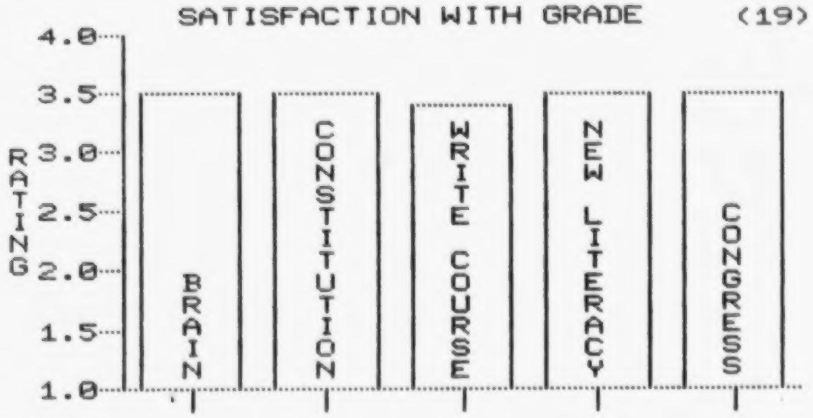
## PERFORMANCE IN COURSE



3 = Above the usual level
2 = At the usual level
1 = Below the usual level

When asked to rate their performance in the course, most indicated that they performed at the level they usually did for other courses.

## SATISFACTION WITH GRADE .



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

A high level of satisfaction with grades was reported for students in all courses.

## PART IV. THE ROLE OF THE INSTITUTION IN THE TELECOURSE EXPERIENCE

NUMBER OF ON-CAMPUS CLASS MEETINGS

SATISFACTION WITH THE NUMBER OF ON-CAMPUS CLASS MEETINGS

CONTACTING THE INSTRUCTOR

PROGRAMS MISSED

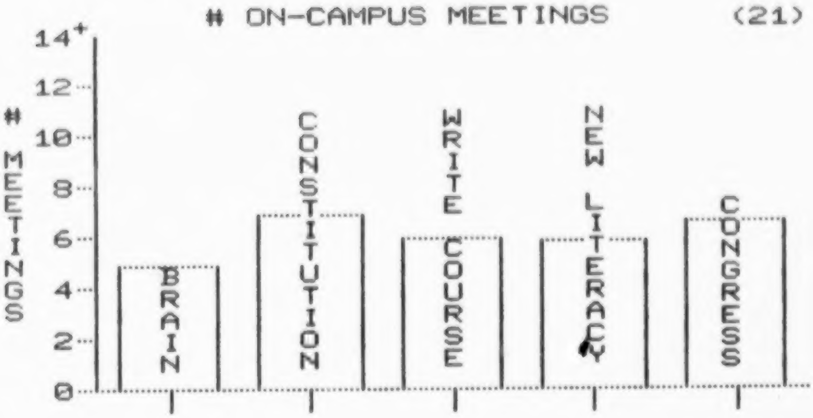
NUMBER OF EXAMS

NUMBER OF QUIZZES

APPROPRIATENESS OF TESTING FORMAT

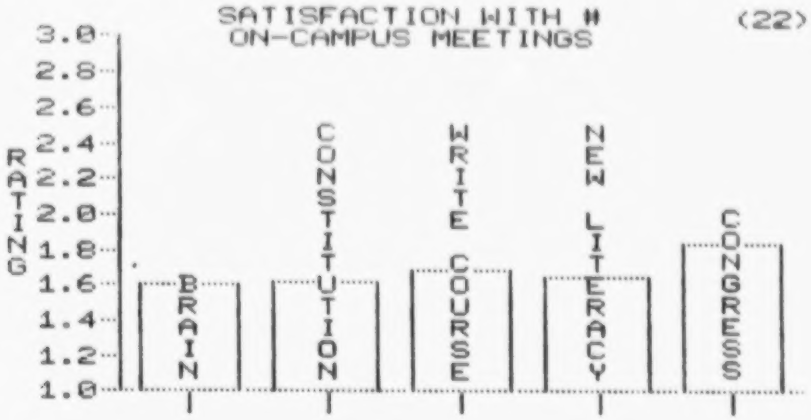
LATE ARRIVAL OF PRINT MATERIAL

## NUMBER OF ON-CAMPUS CLASS MEETINGS



The number of required and optional on-campus class meetings was highest for the Constitution telecourse at 7 -- at one site, the course was offered as an on-campus course. The lowest number of on-campus class meetings was noted for the Brain at 5.

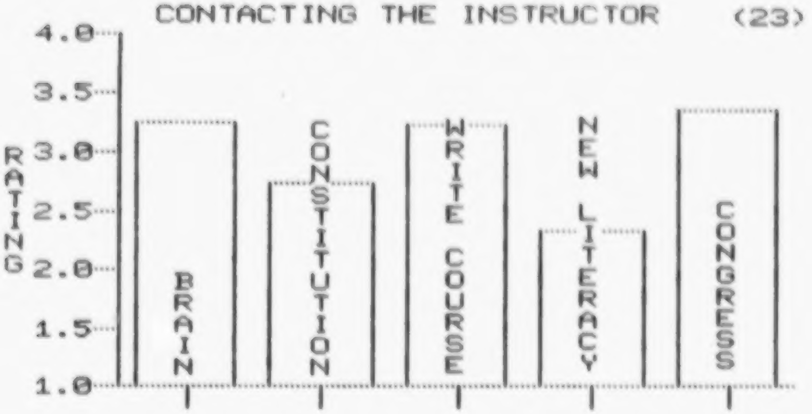
## SATISFACTION WITH THE NUMBER OF ON-CAMPUS CLASS MEETINGS



**3 = Too many**
**2 = Just about right**
**1 = Too few**

Although the number of on-campus class meetings varied across courses, students in general felt that there were not enough class meetings.

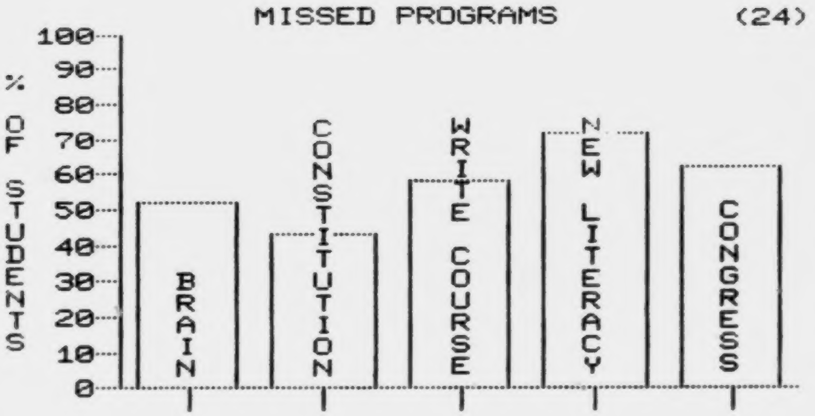
## CONTACTING THE INSTRUCTOR



**4 = Very easy**
**3 = Somewhat easy**
**2 = Somewhat hard**
**1 = Very hard**

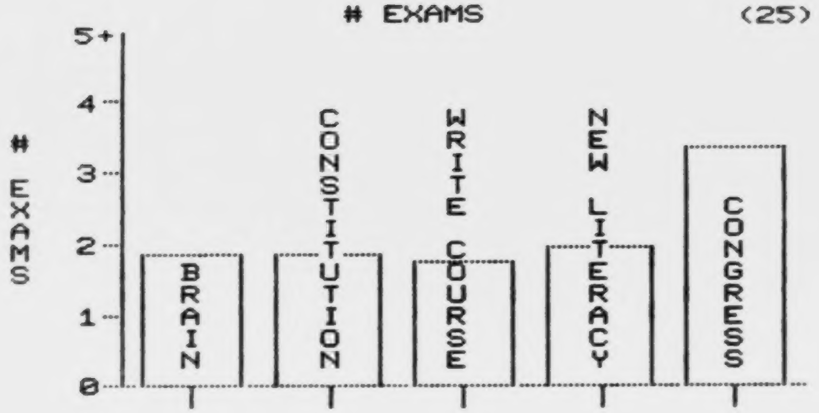
Students rated the instructor to be easiest to contact in the Congress and hardest to reach in the New Literacy telecourse. On the whole, satisfaction with contacting instructors was high.

## PROGRAMS MISSED



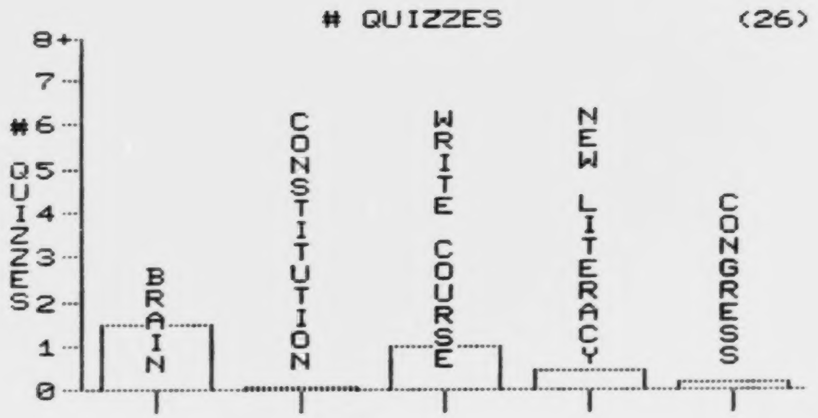
Students were most likely to miss programs in the New Literacy and Congress telecourses. Students were less likely to miss programs from the two courses which had programming in a one-hour format -- the Brain and Constitution.

## NUMBER OF EXAMS



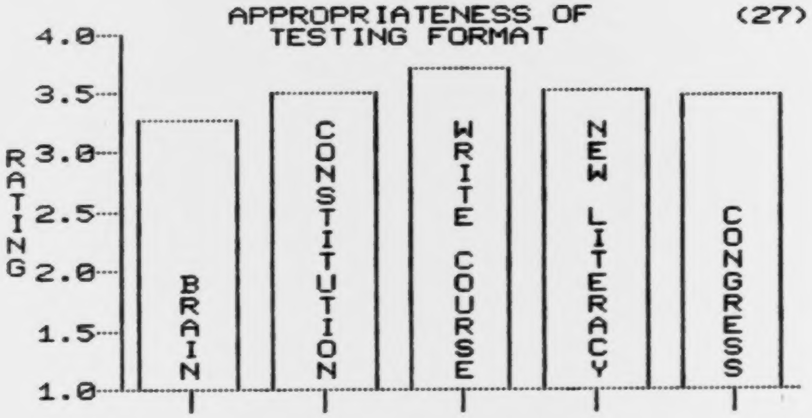
The Congress students reported the highest number of exams given at 3.4 while the other courses reported slightly fewer than two on the average.

## NUMBER OF QUIZZES



Quizzes were less frequent for the Constitution, Congress, and New Literacy telecourses than for the Brain and Write Course.

## APPROPRIATENESS OF TESTING FORMAT

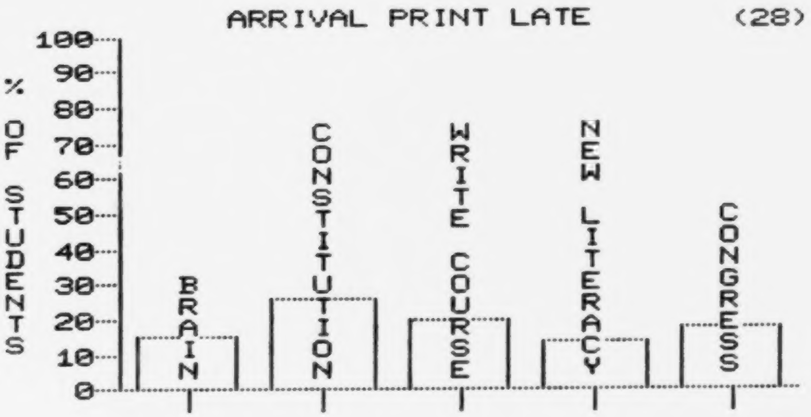


**4 = Very**
**3 = Somewhat**
**2 = A little**
**1 = Not at all**

All students found the test formats to be appropriate.

The Brain, Constitution, and Congress were most likely to use a combination of multiple choice or true/false, open-ended, and/or essay questions in tests with one-third of Brain students reporting that multiple choice was a frequent testing format and one-third of Constitution students reporting that essay questions were used most frequently. A majority of New Literacy students were tested in multiple choice or true/false format while more than seven out of ten Write Course students were given tests most frequently in essay question format.

## LATE ARRIVAL OF PRINT MATERIAL



The students in the Constitution telecourse reported late arrival of materials most frequently. The students in the Brain telecourse may have experienced fewer delays because the course started later than the others.

## PART V. ASSESSMENT OF TELECOURSE MATERIALS

PROFILE OF STUDY GUIDE

PROFILE OF TEXTBOOK

INSTRUCTIONAL LEVEL OF PRINT

COMPARISON OF DIFFICULTY TO OTHER TELECOURSE

COMPARISON OF DIFFICULTY TO OTHER TEXTS

PROGRAM PROFILE

HOST EFFECTIVENESS

EXPERT RATINGS

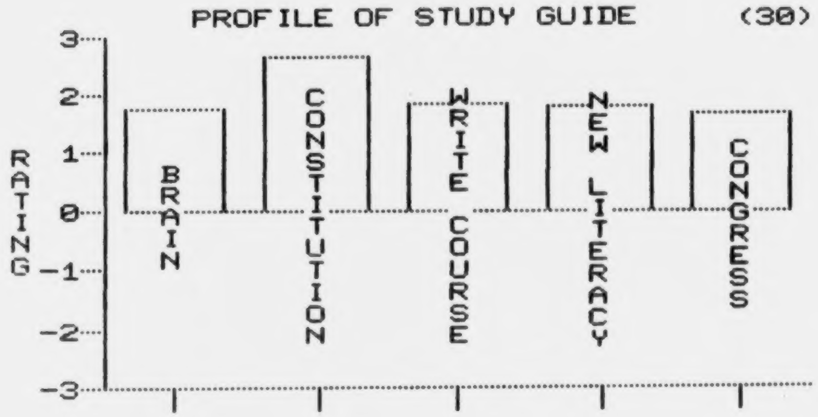
TEXTBOOK RATINGS

STUDY GUIDE INTEGRATING COURSE MATERIAL

PROGRAM RATING

CORRESPONDENCE OF PRINT AND VIDEO

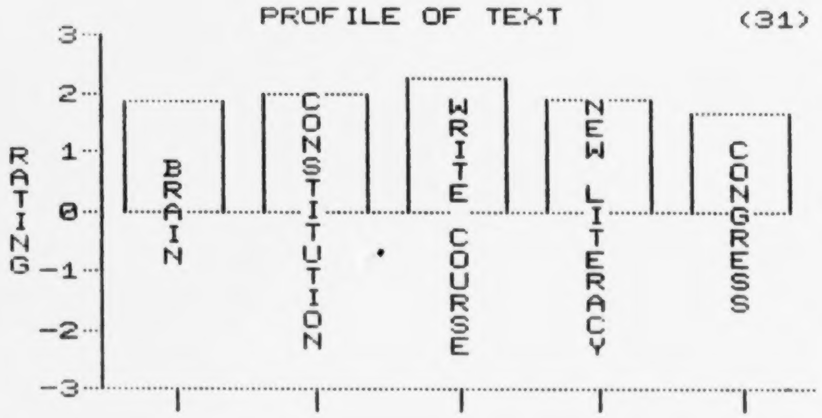
# PROFILE OF STUDY GUIDE



**+/- 3 = Very**
**+/- 2 = Somewhat**
**+/- 1 = A little**
**0 = Neither/nor**

The study guides were all rated well by students with the Constitution study guide receiving substantially higher ratings than the others.

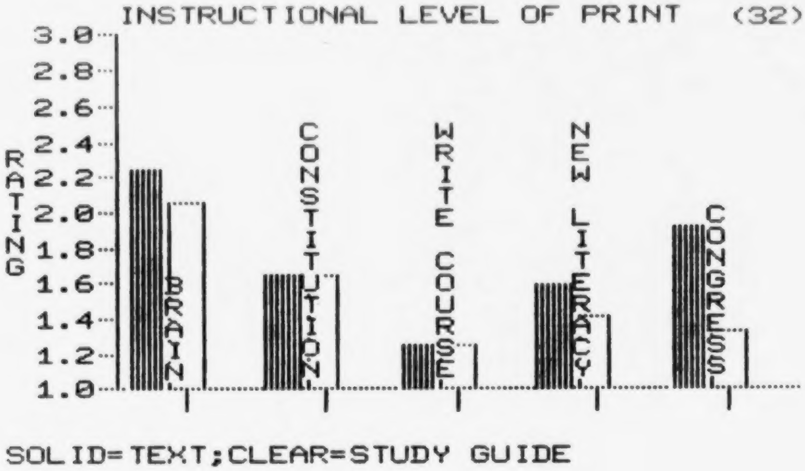
## PROFILE OF TEXTBOOK



+/- 3 = Very
+/- 2 = Somewhat
+/- 1 = A little
0 = Neither/nor

The textbooks were all rated high with the highest ratings given for the Write Course textbook and the lowest for the Congress text.

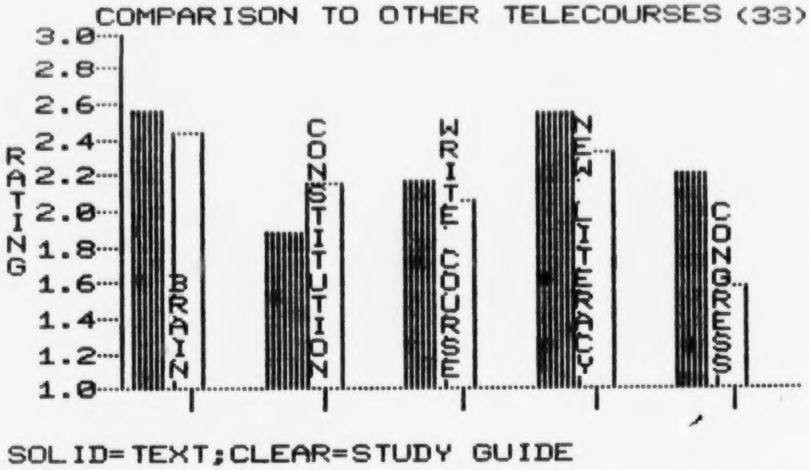
## INSTRUCTIONAL LEVEL OF THE PRINT



**3 = Advanced**
**2 = Intermediate**
**1 = Introductory**

The instructional levels of the text and study guide were seen to be comparable with the exception of the Congress telecourse. The text for the Brain telecourse was seen to be somewhat more advanced than the study guide. On the whole, the materials for the Brain were rated at a more advanced instructional level than the other courses.

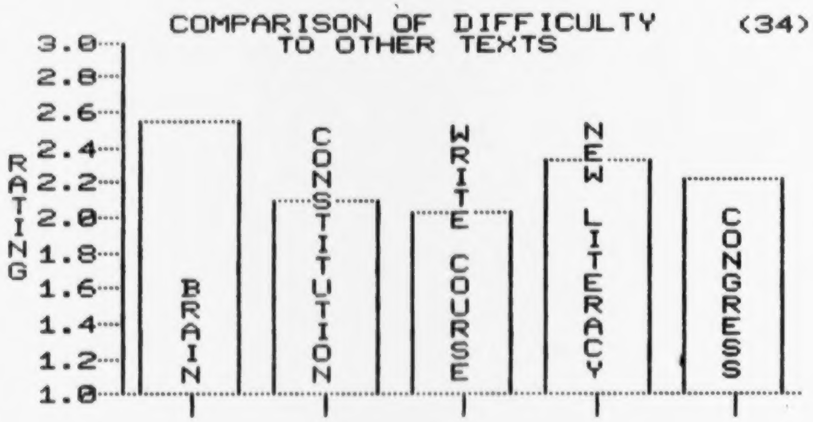
# COMPARISON OF DIFFICULTY TO OTHER TELECOURSES



**3 = More difficult**
**2 = The same**
**1 = Easier**

The print materials for the Brain and New Literacy were rated to be more difficult than materials for other telecourses while the others were rated to be comparable.

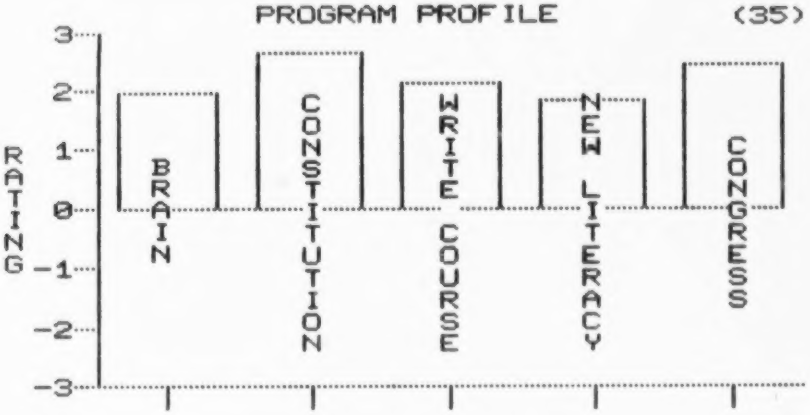
## COMPARISON OF DIFFICULTY TO OTHER TEXTS



**3 = More difficult**
**2 = The same**
**1 = Easier**

Textbooks for the Brain and New Literacy were rated to be somewhat more difficult than texts for on-campus courses while the other course texts were seen to be at a comparable level of difficulty.

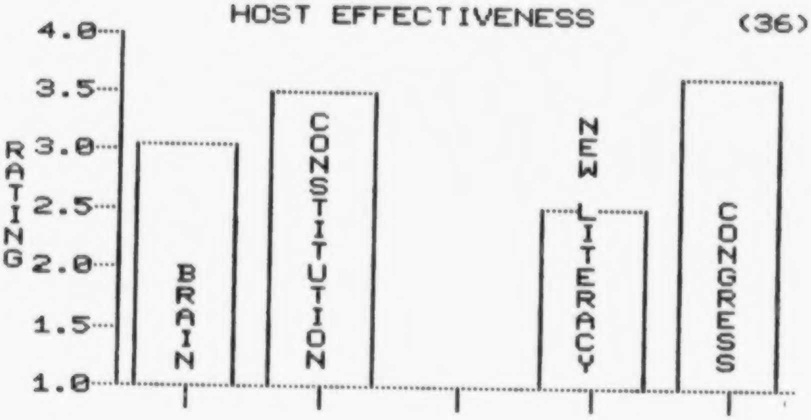
# PROGRAM PROFILE



**+/- 3 = Very**
**+/- 2 = Somewhat**
**+/- 1 = A little**
**0 = Neither/nor**

The program ratings were high for all courses with particularly high ratings noted for the Constitution and Congress. It is important to remember that these two courses had the highest level of academic majors enrolled. However, this did not appear to affect ratings systematically for the print components.

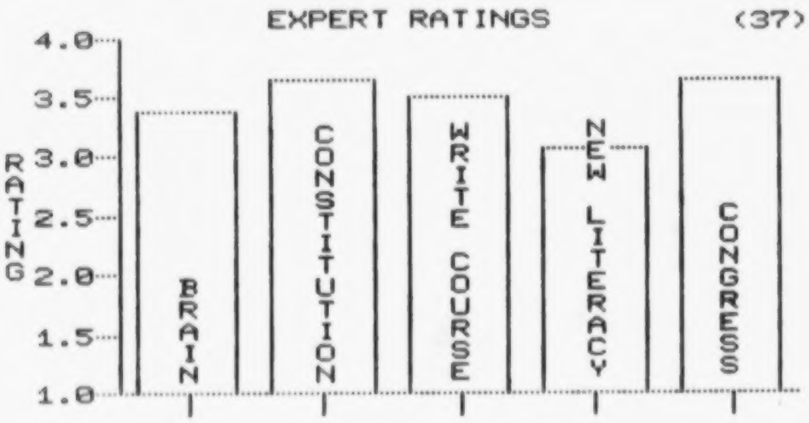
# HOST EFFECTIVENESS



**4 = Very**
**3 = Somewhat**
**2 = A little**
**1 = Not at all**

The hosts were all rated high for all telecourses except the New Literacy. The host for the New Literacy scored quite low.

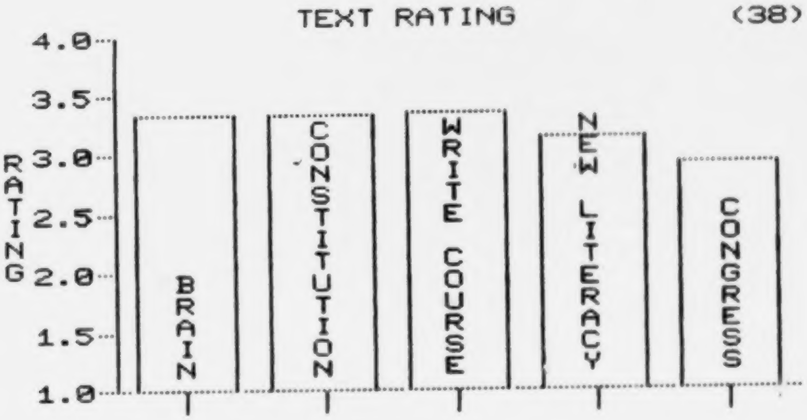
## EXPERT RATINGS



4 = Very
3 = Somewhat
2 = A little
1 = Not at all

The experts in the programs were all rated quite high in effectiveness with the experts for the New Literacy scoring somewhat lower than those in the other courses.

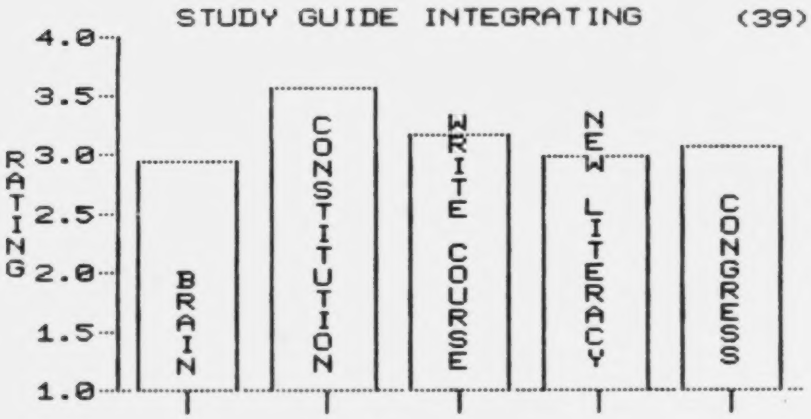
## TEXTBOOK RATINGS



4 = **Excellent**
3 = **Good**
2 = **Fair**
1 = **Poor**

All of the texts received comparably high ratings.

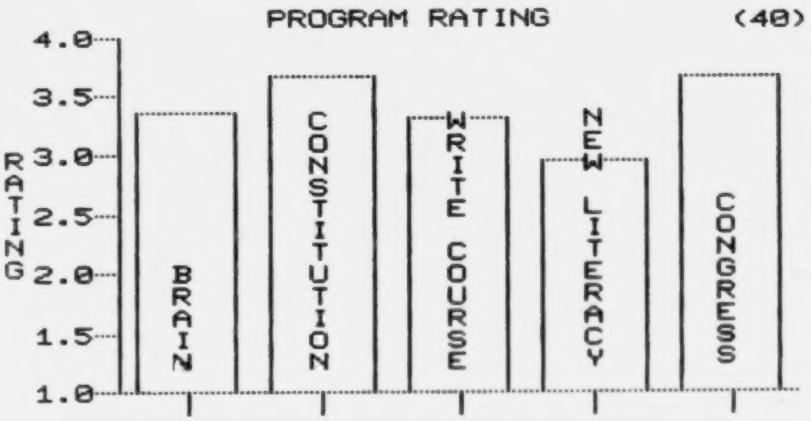
## STUDY GUIDE INTEGRATING COURSE MATERIAL



**4 = Excellent**
**3 = Good**
**2 = Fair**
**1 = Poor**

The study guides were all rated to be effective in integrating course material. The Constitution study guide was rated extremely high in this regard.

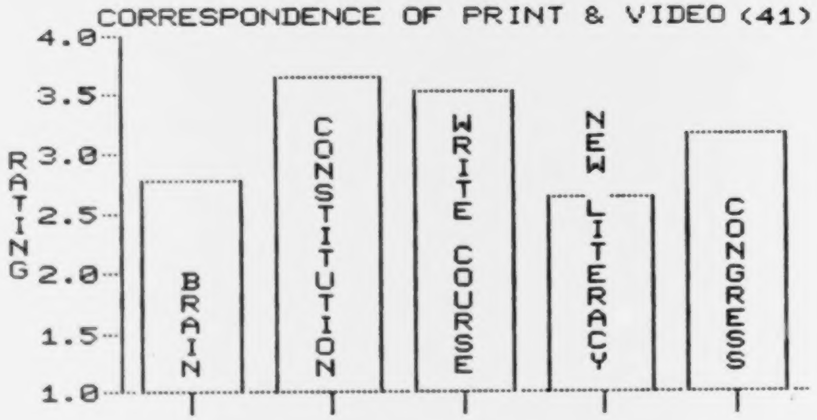
## PROGRAM RATING



**4 = Excellent**
**3 = Good**
**2 = Fair**
**1 = Poor**

The programs were rated at levels comparable to the print materials for each of the courses.

## CORRESPONDENCE OF PRINT AND VIDEO



**4 = Very effectively**
**3 = Somewhat**
**2 = A little**
**1 = Not at all**

The effectiveness of correspondence between the print materials and video was rated strongest for the Constitution and positively for the Write Course and Congress. The correspondence between print and video was seen to be less effective for the Brain and New Literacy telecourses.

## PART VI. OVERALL COURSE ASSESSMENT

COURSE RATINGS

DIFFICULTY LEVEL OF COURSE

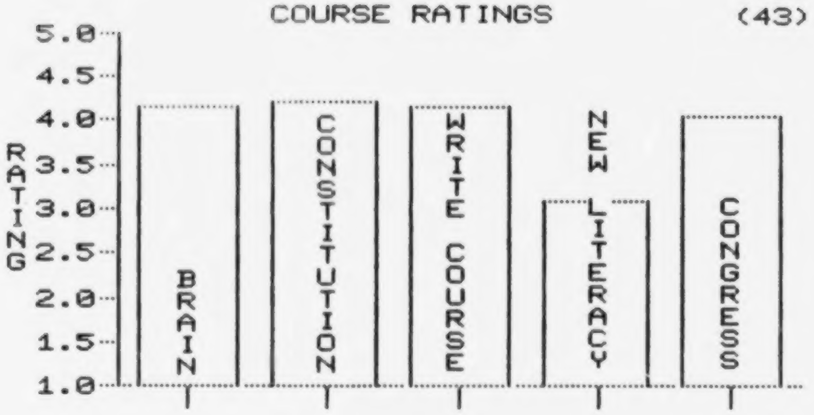
COMPARATIVE DIFFICULTY OF COURSE

SATISFACTION WITH COURSE

RECOMMEND COURSE

WOULD HAVE WATCHED AT HOME

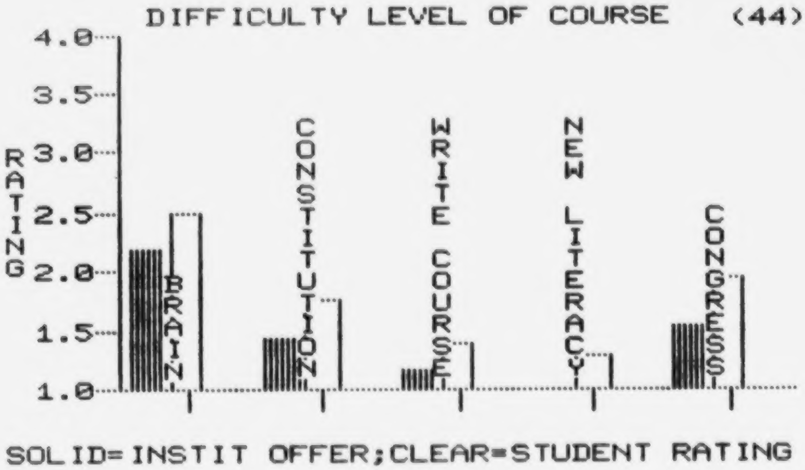
## COURSE RATINGS



**5 = Strongly Agree**
**4 = Agree**
**3 = Cannot decide**
**2 = Disagree**
**1 = Strongly Disagree**

All courses but New Literacy received high ratings when responses to thirteen statements were averaged for each course.

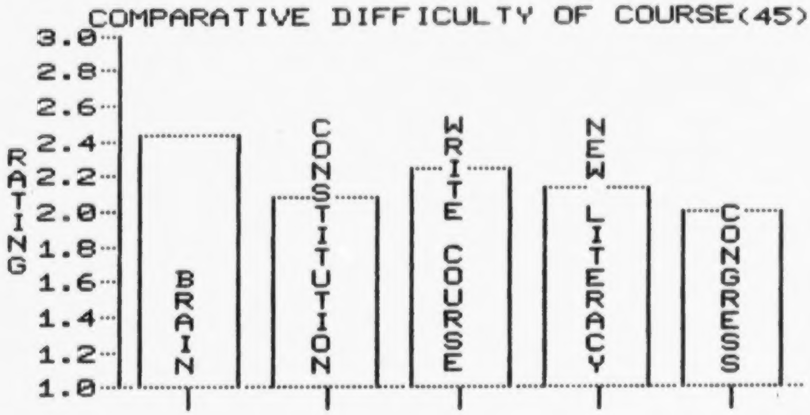
## DIFFICULTY LEVEL OF COURSE



4 = Graduate
3 = Advanced
2 = Intermediate
1 = Introductory

Students consistently rated all courses to be at a higher level of difficulty than that designated by the institution. The Brain was rated higher on difficulty level than the other courses while the Write Course and New Literacy were seen to be at the introductory level.

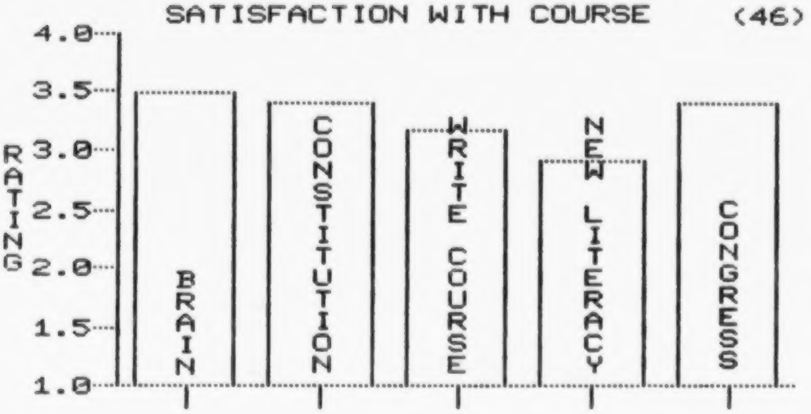
## COMPARATIVE DIFFICULTY OF COURSE



**3 = More difficult**
**2 = The same**
**1 = Easier**

The Brain was seen to be more difficult than other courses offered at the same level while most of the other courses were rated to be at the same level as other courses.

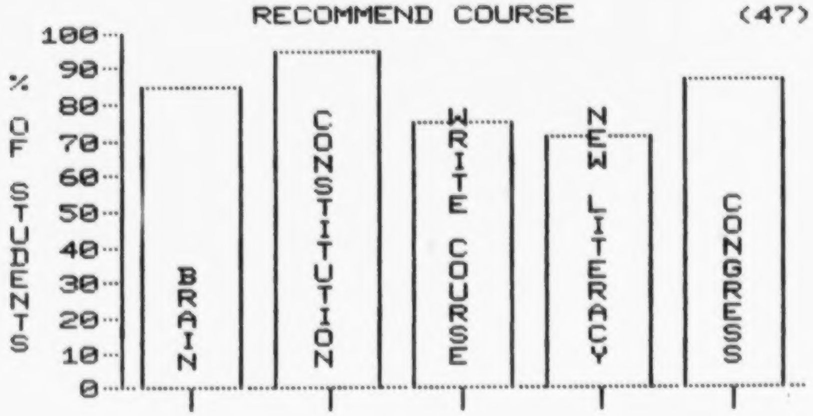
# SATISFACTION WITH COURSE



4 = **Very**
3 = **Somewhat**
2 = **A little**
1 = **Not at all**

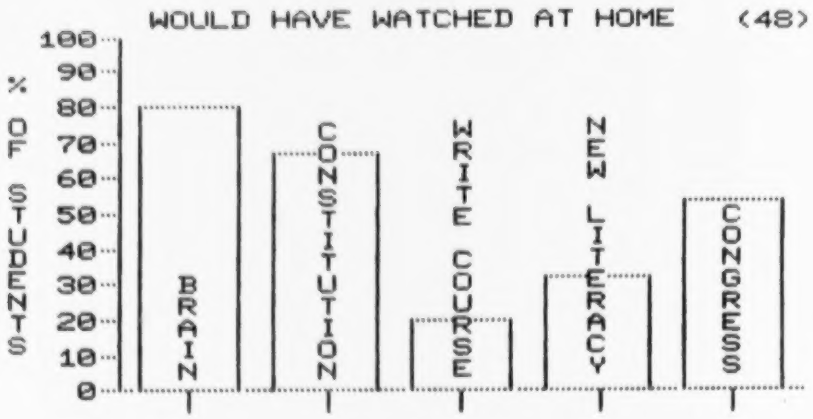
A high level of satisfaction was reported for all courses. The level of satisfaction with the New Literacy was somewhat below the other courses.

# RECOMMEND COURSE



A high percentage of students in the Constitution, Congress, and Brain indicated that they would recommend the course to a friend. Somewhat fewer reported they would recommend the Write Course or New Literacy.

# WOULD HAVE WATCHED AT HOME



Students enrolled in the Brain telecourse were more likely than students in other telecourses to report that they would have watched the series at home even if they had not enrolled in the course. Two-thirds of the students enrolled in the Constitution and half of the Congress students also reported that they would have viewed the program at home. Many fewer reported that they would have viewed the Write Course or New Literacy if they had not been enrolled in the course.

Research Communications Ltd.

# INTERVIEW COMMENT REPORT ON ANNENBERG/CPB TELECOURSE USE BY STUDENT

FALL OF 1984

FINAL REPORT

PREPARED FOR:

Annenberg/CPB Project
Corporation for Public Broadcasting
1111 Sixteenth Street NW
Washington, D.C. 20036

PREPARED BY:

Research Communications, Ltd.
824 Boylston Street
Chestnut Hill, MA 02167

FEBRUARY 1985

## INTERVIEW QUESTION #1. WHAT REASONS DID YOU HAVE FOR TAKING THE COURSE?

Midpoint/Final Interviews

TWO YEAR
BRAIN

Catalogue description sounded interesting. Got much from first psych. course I took.
This was the physiological process. I'm a nursing student.
More in-depth than even the instructor knew about.
I'm a computer science student interested in physiological psych. as it applies to artificial intelligence. This course applies the science method more rigorously.
Going to school elsewhere. Minoring in psych.
Taking some classes here. Psych. major.
Major in physio., psych., and biochem. This is a good prelude to the courses at PSU.
General interest in telecourses. Convenient.
This one was a good follow-up.
General interest.
Needed to be full time.
Lack of child care.
Personal fulfillment.
Not offered on campus.
Subject matter interesting — something I wanted to learn more about.
Professional — thought to be asset to job.
Convenience.
Interest in it.
Use this information in furthering studies on doctorate.
Area not yet available in colleges.
Material content — psychology — how brain works/effect of medication.
Required course.
Human Behavior.
In Psych. 201 they touched on brain, but incomplete -- frustrating.
I thought "Understanding Human Behavior" was interesting. Instructor recommended this as a follow-up.
Presents the most up-to-date research.
I'm a nursing student; this adds to my knowledge.
Sounded like an interesting class.
The information in the course was contemporary, up to date.
Planning on a minor in Psychology.**
Major in Psychology.
Instructor recommended it.
It was a telecourse, so wouldn't have to come to campus.
General interest, and convenient.
In my major field, not offered on campus.

CONSTITUTION

Boss supposed to teach course — guaranteed A.
Off-campus course — more time to do other things.
Needed an elective.
Easy way to pick up 3 credits as far as convenience.
If you have to take political science this substitutes for it.
Learn about the Constitution.
Challenge of learning something on my own.
Two other courses were cancelled.
Fulfill college requirement.
Interested in subject matter — had seen some programs — discipline to see all of them — brochure at work -- relevant to work and interesting.
Interested in topic.
Wanted to take course by television.
Interested in Constitution.
It seemed like a challenge.
Get 3 credits by watching television.
Never took a television course before.
A way of getting back into the college setting.
Interested in the Constitution. Already took political science.
New experience.
Transfer credits to art school.
Interesting. Needed credits.
Seen television programs, interested in subject, tuition reimbursed.
Credits.**
Interest in topic.
Time.
It was at home.
Convenient.

THE WRITE COURSE

Required course.**
Work at own pace and worry about assignments done next day.
Watched "Sunrise Semester."
Always wanted to take courses on TV.
Not having to go to campus.**
Take early in AM before work.
Applicable to my work, can use it.
Required for a degree.
I wanted general knowledge of writing skills.
Required for Teacher Certification.
Convenience.
Convenient.
Didn't have to go to college.
Taken in leisure time except for viewing.
Required course.
Curious about medium.
Required.
To improve skills.
Hoping would help with writing real estate articles and ads-- helped with articles.
Find more reasons as I took it. I initially took because it was required, but more I got into it, more reasons I saw.
Required for degree.* *
Required.
Couldn't get to school.
Time offered at school.
Took for improvement.
Young child at home.

NEW LITERACY

Recertification for teaching certificate.*****
Wanted to know more about the field.
Too late to enroll in regular course.*****
Felt would be interesting to try out (my first telecourse).
People I work for deal in computer systems; thought it might open up my understanding of the subject.
I use them at work without knowing what I am doing.
Felt it would be more convenient than on-campus.
Like Saturday classes.

CONGRESS

For the credit.
For undergraduate credit.****
Instead of the one they didn't have.

## INTERVIEW QUESTION #1. WHAT REASONS DID YOU HAVE FOR TAKING THE COURSE?
Midpoint/Final Interviews

### FOUR YEAR

**BRAIN**

So I wouldn't have to drive to school every day.
To avoid having to show up for class every week and to fill up a requirement.
It fitted my schedule and because it wouldn't interfere with my work hours.
The convenience of not having to drive and it filled a requirement.
Course sounded interesting and I could use the credits.
Needed salary credit -- took course in major, approved by school -- convenience.
Interested in subject matter -- non-res., can't afford full out of state tuition.
Night class and TV, interested in subject -- working during day.
Salary increase (teacher), looked interesting.
Needed 2 credits to graduate, could start mid-semester; sounded most interesting.
Teach Psychology -- area I felt unprepared in.
Material fascinated me.**
Required to get continuing education credits.**
Needed credits.
Save travel to campus.
More on salary schedule.**
Set example for children that I read and write.
Wife suffers from headaches -- wanted to learn all I could about psychological disorders.
Wanted to take a telecourse.

**CONSTITUTION**

GRE/Complete paralegal certificate.
Don't have to drive to school.
Election/No time to come class.
Convenient**.
Fit more courses if don't have to drive to campus.
Self interest.
Paralegal certificate.
Was in a government class and it was too full. They asked us to switch to this. Got same credit as government.
I was interested in it.
Taking government class too. Also saw it on bulletin board. Switched because of interest in it.

**THE WRITE COURSE**

Required for degree and major.
Required for degree, not major.
Required.
Improve job performance/do a lot of writing.
More convenient to take as a telecourse.**
Thought would be easier workload*** than a regular class-it wasn't.
College credit.
It was the only way I could take a college course.
The traveling.
I could put it toward a degree.
I could take more time.
Personal enrichment.

NEW LITERACY

Enrolled in a Certificate Computer Science course. This was a required course. Could take it on-campus or telecourse. Have a small baby at home, telecourse easier.
Curious about computers. Hospital I work in has a computer system.
My roommate knows a lot about computers -- tired of being dumb.
Needed for requirement. Presently enrolled in Assoc. degree program.
Elective. Work full-time.
Elective in program in zoology.
Required for 4-yr degree program.
For pure joy of knowledge.
I work at High School. Could expand Computer courses.
Gain credits toward 2-yr degree.
Interested in topic.
Have one at home.
Curiosity about computers. Bought a Commodore for 12 yr old.
This is a prerequisite.
Interested in computers -- put one in at work. I might work on it.
Convenience.**
Wanted credits.
Hobby to teach computer science.
Need 3 math credits -- got special permission to take for requirement.
Interested in topic.**
Also have PC at home, see relationship to society at large.**
Work with terminals at work.

CONGRESS

Interest in Government. Excellent way to get working knowledge of how Congress works. Good way to learn about how to get to Congress.
Had done poorly in History. Loved Civics -- wanted to learn.
Needed 3rd course. Thought it would be easy. Convenient.
Recertification of a teaching Certificate.***
Certification in a new field.
Broaden certificate.
Extend Certificate.
Credit.
Can suit your own time. It was convenient.
Didn't have to come down to campus as often.
There obviously has to be some interest in the course too.
Try a TV course.****
I've taken several other TV courses. It's pretty convenient. It's easy to get that other course in without having to put in time during the day.
Interested in the instructor, had him before.***
Convenience/subject matter.
Convenience/curiosity.
To avoid taking two normal (on campus classes).
To avoid full load (easier course).
Teacher certification.****
Broaden teacher cert., (then found out that it would not be accepted).

## INTERVIEW QUESTION # 2. HOW DOES THIS COURSE FIT IN WITH OR MEET YOUR ACADEMIC GOALS?

Midpoint/Final Interviews

### TWO YEAR

**BRAIN**

Convenient, cuts on travel time, gas, and parking. With VCR I can review anytime.

I prefer to work on my own -- classes can confuse me. 9th telecourse I've taken. Wish they'd do this with all of them. It suits my personality.

I don't feel I'm in high school as I've often felt going back to community college.

I'm in nursing, valuable in treating patients with neurological problems.

Most of these telecourses could be applied to any major. I'm in business.**

In computer science there is much controversy with artificial intelligence and brain function, so I find this very helpful.

As an elective toward AA degree.****

Want a broader base of information for Psychology.

Used as an introduction to upper division courses.**

Helpful course but not related to degree.

Served fine for me -- exactly what I wanted -- I like psychology -- appropriate.

Fits in with any course -- learning will help with anything I take.

Learn more about people.

Very well -- fulfills academic goals to date.

Fit in well -- in health field.

Perfectly.

Very much so.

Required for major.

Strictly for the information.

Used it as a review.

**CONSTITUTION**

More credits toward my degree.

Paralegal major definitely related down the line to what I'll need to know.

Had to take course as a substitute.

It's a required course for the paralegal. More interesting to work at your own pace.

Preparation for going on to Hunter (4-yr city college). Working toward degree.

Related to law.

Keeps you interested.

To fill humanities requirement.

Help towards associate degree.

Satisfies history requirement.

Complete law studies, just interested.

Fits in, degree in political science.

Just interested.

Substitute for other law classes in paralegal program -- like an elective.*

**THE WRITE COURSE**

Good base for future writing.**

Wish to do something with learning. I need better grasp of language and expressing self. Necessary to become proficient to do something.

Good basis for structuring.

Required for most degree plans.**

It does help at work -- I write reports, etc. Helps a great deal.

Way course is structured it helps me a lot. I used to hate English, but the way it's taught makes it interesting to me.

Helps me with my 2 college kids.

Strictly as a tool for acquiring writing skills, if I pursue my academic life.

I don't feel I'm learning more with this than with other communications courses I've had.

Very satisfactory. Treatment was interesting.

Started me thinking again. Challenging.**

Satisfactory. Sorry didn't take 4 years ago.

Required for degree. Had put it off.

Helpful -- teaches what's expected on term papers...which should be helpful all the way through.

Good review of all skills learned in high school.

Excellent review for people in business world.

Have to have it for degree. Work at own pace.**

Base for what you forgot in high school.

Very well. Learned a lot. More fun than on-campus.

More flexibility.**** You're on own time.

Helped write reports -- time convenient for me.

Class was a bit too easy.** Classes on campus harder.

Video recorder at home helped.

Geared at much lower level -- high school, not college/know how to write term papers, essays.

**NEW LITERACY**

An addition--not sure if I'll pursue it.
A requirement.
Fine.
Fits in.
Teach computer literacy -- this course was exactly what I was teaching.
It's out of field and made my decision for my next class a little different -- if I had known it was out of field, I wouldn't have taken it.

**CONGRESS**

Required.
Elective, general interest.**
Elected it.
Did not have the government course in political science.

## INTERVIEW QUESTION # 2. HOW DOES THIS COURSE FIT IN WITH OR MEET YOUR ACADEMIC GOALS?

Midpoint/Final Interviews

### FOUR YEAR

**BRAIN**

Psychology is my 'cognitive', Sociology is my major; so it fits in good.
It didn't fit in with my core structure, but I did enjoy the course.
Fitted in good as an elective because switching over into biology and it served as an intro to an anatomy course.
It was an elective.
Purely an elective course.
Teaches Psychology courses; needed physiopsychology, help in teaching physio courses for first time.
Psychology major -- completed regular on-campus physio. already taken, but different to see it so visual.
Elective, complemented physio. class.
Good for teaching handicapped, dealing with these students.
Took Psychology courses previously, took this one as an elective to complement.
I'm a nurse -- fit in quite well.
Fulfills my social science requirement.**
Non-degree N/A.**
Teach English -- colleagues don't think it fits in but I do.

**CONSTITUTION**

Management -- doesn't fit in with program -- helps understand legal concepts.
Excellent course -- encompasses a lot.
Drew everything together -- good.
Shows constitution is living and constantly changing -- follows course I took.
Just an elective.**

**THE WRITE COURSE**

Could use practice in writing.
required-didn't meet any goals.
Eng.101 required for degree.
It's a general education class I must take.
It fits in good.
It's required.

**NEW LITERACY**

Want credits -- working toward B.A. in Political Science.
Have taken in past. Haven't set particular goal in terms of degree. Hopefully all these courses will pull together.
If I do anything different, I'd want to go into computers.
Just curiosity.
Earn credits toward degree.** Required course.
Provide own knowledge.
Prerequisite for other computer programs.***
Allows flexibility to go in different directions.
Be able to communicate with children.
Course weak in instruction areas. Leaves up to person to learn.
Fulfill basic degree requirements -- graduation.
Beginning of academic career.
Also beginning -- a building block for further Computer Science courses.

**CONGRESS**

Want to go to Law School after. Majoring in political science.
Management option for BGS, (General Studies).
General education for recertification.
Broaden field.**
Elective for recertification.
Real good for me. I'm a political science major. It's an extra three credits.***** Plus, it's upper level credits.*****
Didn't meet needs to broaden certificate.
Did meet certificate extension.
Elective, no relation.
Interest in law school.
Interesting subject.

INTERVIEW QUESTION #3. HOW DO YOU LEARN ABOUT TELECOURSES THAT ARE BEING OFFERED AT YOUR INSTITUTION? HOW DID THE PROMOTION FOR THIS COURSE COMPARE WITH OTHER COURSES YOU HAVE HAD?

Midpoint/Final Interview

TWO YEAR

BRAIN

Saw it in the catalog.******

Instructor recommended it.**

Heard on radio.

Had it in the newspaper. Recommended by other people.

The PBS magazine had an excellent write-up about it.

Got a mailing last year from PCC.

Need more promotion.********

It's in the back page of catalog, if more in the front more people would recognize it.

This was advertised more -- newspapers, on CH 10, radio.

I saw no ads on it.***

By word of mouth.

Saw it in the back of the catalog.

The instructor told us about it last year in her class.

Not many classes advertised on radio.

Never seen any courses I've taken promoted, except at the school -- I noticed the ads after I decided to take it.

Aware of TV -- generally don't interest me unless subject is of interest.

Not aware of advertising.

Catalog and paper -- heard a little more about on TV.

Newsletter -- course offerings mailing.**

Had large write-up in Post.

Lots of pamphlets at school.

Through course catalog -- not as well publicized.

Through pamphlet about telecourses -- excellent. In the TV guide and newspapers.

Friend.

Didn't notice then although I remember they sent lots of stuff in the mail but didn't pay attention.

Advertising brochures, talked with coordinators, excellent promotion.

Never heard any other courses advertised.

I heard a promotion for the show, not for the course.

CONSTITUTION

I heard about it on the radio and through advisor.

Director of paralegal program.

First heard from professor in paralegal program. This course was different because I received outlines of what the course was about.

After I enrolled in the course, I received a packet of information.

Each paralegal got description.

During registration, other classes closed and found out about it at the registrar.

Received course description in mail. Interested in other telecourses.

Media group xeroxed announcement at work.

Head of department told me.

Not in regular book.

Promotion different -- separate mailing info about course to paralegals.

Dial Magazine.

Sent brochure prior to each semester.

Saw flyer next to elevator at work, did not respond to promotion before.

Other classes cancelled.

THE WRITE COURSE

Overall class schedule.
Metro diversified catalog, basic telecourse catalog, English teacher, registrar, counselor.
Announcement on PBS.
Catalogs.**
Friend recommended it.
Wasn't any different.
Flier addressed audience. Written specifically for people who have difficulty attending regular college classes.
Friend highly recommended convenience of it.
Telecourse catalog.
Advisor.
Registrar, pamphlets, catalog.
No promotion per se.
Channel 6 ran promotion before each segment.
Mailing from previous telecourse.
Friends.
Mailed brochure.** Course catalog.****
Newspaper. TV ads. Advisor.
Didn't see any promotion.
No differences between this course and others in terms of promotion.
Less promotion for next semester.
Mailing of courses from college.
From roommate who took course.
Advertised on Channel 50.

NEW LITERACY

Catalogs.*** Brochure.
Friends. Mailers.
Bulletin board.
I went to look for any computer course -- we needed a computer course for certificate -- others were programming -- I thought taking a general course would be much better off and much easier.
I received literature -- advertisements, bulletins.
Brochure from Dade Jr. sent to school.**
School catalog (Dade Jr.)
Promotion far better than most -- not only told when, where and what time, it had quite a bit of written information on it (hopefully was to be televised at schools and wasn't).
Through the schools -- was good.

CONGRESS

Catalog.***
A friend took it and told me about it.
Admissions person at Loretto Heights College told me about it.

## INTERVIEW QUESTION #3. HOW DO YOU LEARN ABOUT TELECOURSES THAT ARE BEING OFFERED AT YOUR INSTITUTION? HOW DID THE PROMOTION FOR THIS COURSE COMPARE WITH OTHER COURSES YOU HAVE HAD?

Midpoint/Final Interview

### FOUR YEAR

**BRAIN**

Learned from Dean's office in the class schedule.
Same way; class schedule sent in mail.
Advisor told about and gave some written material on it.
On course schedule, then checked with the dean about it.
Same as others, via mail.
Brochure comparable to others.
General awareness from newspapers.
Disappointed not more advertised in/through school, lucky to find brochure.**
Brochure.**** Intrigued by TV and schedule convenience.
College of Extended Studies brochure adult, evening courses.**
Have to be looking for this material. Have to be self-initiating to find. Would like to see more services for adult/working students.
Direct mail.**
Stopped by continuing education office.

**CONSTITUTION**

Course catalog.
Letter/Brochure.
Told by my Continuing Education Department.
Sounds stronger than most -- professor really pushed it. Also said it wouldn't be too hard.
Pretty much the same.
Just saw it on the bulletin board.

**THE WRITE COURSE**

Read about it in catalog (only few others offered).
Received brochures in mail from U of Louisville.**
Received brochures in mail from Metroversity.
Saw paper on course in registrar's office by chance.
Found out about course late from U of Louisville**** -- later than for other (non-TV) courses.
Television.**
Promotion was better.
KET.
Brochure.

**NEW LITERACY**

Course catalog.***
Amazed that advertising was so little. I asked people in other classes what they thought of this telecourse. They thought it was an English course.
People are surprised and unaware.
Saw program at end of the year.**
Should change title if they run it again.
A lot of people don't watch Ch 2.
Brochures to previous students.
Friend told me about it.
Independent learning advisor suggested.
Brochure.***
Local newspaper.
Program schedule for Channel 11.
Heard from my brother.
Well publicized.
Posters — highlighted it.
Read about it in Dial magazine.
College catalog — set off from other courses, really stood out.
Newspapers initially, then saw TV advertising on Penn State TV.**
Saw preview show.
Got brochure with description.

INTERVIEW QUESTION #4. WHAT DOES YOUR INSTITUTION OFFER THE STUDENT IN THE WAY OF SUPPORT SERVICES FOR THIS COURSE? HOW DID YOU USE THESE SERVICES AND HOW HELPFUL WERE THEY?

Midpoint/Final Interview

TWO YEAR

BRAIN

**Main one is the instructor. She tries to be available during off hours, so you can call or visit. I've already harassed her a number of times.**
**She's always available.******
**It's nice to have program tapes in the library, but haven't used them.**
**I have looked at them. I spent a day just cramming.**
**I wish the tapes were available at other PCC campuses.**
Call the instructor, she was always available.
She was difficult to reach.** I kept calling and calling, she would never return the call.
I called during her hours, had no trouble.**
When I got her, she was very helpful.
They kept the tapes of the show in the library.
Had all materials at library.
Availability of instructor, library, learning lab had tapes provided 2 instructions with biology professor.
Meetings on-campus very helpful.
Contact tutor any time -- other courses have tutors.
Kept video in library, instructor had 3 sessions on-campus -- for 25 extra credit points.
Dissected brain in one lab -- didn't use.
View program in lab, instructor available -- didn't use.
Film lab -- didn't use because of VCR.
Library/learning lab had types.
The discussion periods were helpful.
I saw her in her office during office hours. She was helpful but busy with calls.
They should have teacher aides or assistants who are available and who at least know what's going on in the course.
She mailed out a mid-term report -- very helpful.****

CONSTITUTION

**There are none.**
**Films supposed to be in learning center, but they have not arrived.**
**Instructor not frequently on-campus.**
**Very hard to get to.**
**Aren't that many class meetings which I thought would have helped a lot.**
**Meets only 4 times and 2 of these are for tests. Discusses only 2 times.**
**Tape not available because of outside problem.**
**Contact with instructor only on Wednesdays. We don't have videos.**
**Hard to view program unless my brother tapes them.**
**Challenge of television program is that you shouldn't have to attend class.**
**Should have time to be able to discuss different opinions. Maybe that is up to us.**
**Library has videotapes of programs. Helpful if missed one.**
**Professor available for questions -- helpful.**
**Library willing to get additional information.**
Unfortunately, none.***
View television program.
Instructor available.
Library use, instructor helpful, library not up to 4 year level.
Library fine. Classroom.

### THE WRITE COURSE

None other than instructor.

Library has tapes you can play.

Hot-line.

I've called my instructor at home on Sunday. She's great, very helpful, always willing to spend time.

I've had a tough time getting my instructor.

She forgot optional sessions.

Exchanged phone #'s with students but haven't used.

Counseling for English read about Hot-line, it works.

No, I called once. They never got message til 5 days later.

Newsletters -- comes out once a month just for this course. Notes of general weaknesses of students.

On-campus instructor -- limited office hours. She's unfriendly.

Orientation session more of a procedure.

Hot-line -- they're rude, like they're doing you a favor. Depends on instructor.

Hard to get instructor.

Reviews and exams offered one time -- not flexible.

Optional reviews -- no one has been to one.

An instructor, that's it.

Could have come to school and viewed tapes -- it's available.

Called to view and told was here but when came it wasn't available until next day.

Instructor was helpful and offered services -- although I didn't use her enough ,she always offered help, always felt I could call again.

She was very informative and my editor -- way she was supportive helped me.

She was helpful getting me back on course instead of worrying about stories.

Hotline.**

Learning Resource Center.

Instructor.** Tutorials.

I used Hot Line and LRC and phoned instructor -- found effective -- LRC is a necessity.

Call instructor -- difficult to get, once I get her, she's helpful.

Instructor at Eastfield helpful.

Communication not good.

Instructor in office at certain times.

Teaching assistant/consultant -- could be used via Correspondence and phone -- called and left message when I was out.

I never saw the instructor.

Hot Line.

Instructors available during office hours -- great, supportive.***

Call at any hour. Work for student. Help you learn.

Very supportive and answer very clearly. Office hours a little inconvenient.

Instructor called at home. Flexible.**

Missed program, heard audio of program at library.

Instructor willing to spend time.

### NEW LITERACY

Learning center -- can go watch the video (but people there were rude -- said individually-paced math class had priority).

I went from 1-5, had no problem getting in, also 5-7 at night, says on sheet that's the best time.

Recorded tapes are available, you can go in if you missed a program.

Fine.

They don't have a complete set, didn't record the last four.

It seemed the tapes were out of sync with the book.

Should guarantee that someone is there so you don't spend frustrating hours.

When I went to the lab -- no way could I work without skilled technician -- he helped me.

Lifelong learning offers access to computers -- not in connection with this course.

Labs not convenient -- didn't use them.

Telecasts were on file -- we missed the first two but were able to come here to view telecast. Not that helpful in terms of tests.

I spent much too much time in computer lab trying to figure it out myself.**

Equipment was available -- we got quite a bit of help, but not from younger gentleman.

I tried to get telecast at Miami Dade -- they said they weren't available -- at South campus.

Computer lab dependable for any assistance -- we had one man to help -- wait 20 minutes for help.

CONGRESS

Not much support.**
I did not receive it (support) when asked for it.
The tapes in the library -- some were blank or erased -- there was very little support.
There was not any support nor interest in giving support.***
I begged for the names of others in the class but was not given it, I wanted to start a study group but they would not let me do it or give names of others in class.

**INTERVIEW QUESTION #4. WHAT DOES YOUR INSTITUTION OFFER THE STUDENT IN THE WAY OF SUPPORT SERVICES FOR THIS COURSE? HOW DID YOU USE THESE SERVICES AND HOW HELPFUL WERE THEY?**

Midpoint/Final Interview

FOUR YEAR

BRAIN

Any time wanted could make appointment at Media Center to go and view a program over again.
Didn't use any college services except library for work on research paper. Used own VCR to tape programs. Complaint about local PBS station rescheduling broadcast without warning which "screwed up" attempt to record (timed) broadcast for study.
Media Center tapes helpful because couldn't see broadcasts due to work hours. Instructor helpful when had questions he couldn't answer with the text.
Used own VCR to tape programs.
Didn't need anything.
SDSU not too helpful to this type of student,** mostly have to do it yourself.
So many things I didn't understand -- I didn't know where to start -- so just did it on my own.
On my own.**
Didn't use instructor at all.
Since there was a WATTS number I did try to use instructor, but not much help, not satisfied.
Called once because of mix-up on date of exam -- people were very nice in continuing education office.

CONSTITUTION

Tape each show/in library.
Instructor available.**
School could assist Instructor better -- what else could he do? His hands are tied.
Can't borrow tapes
Weren't any that I know of.

THE WRITE COURSE

Problems in contacting Instructor.
Problems with support.
Same problems with Instructor contact.
Viewed programs on tape at suburban campus.
Could view cassettes at library -- but I(I later dropped out) couldn't get tapes.
I missed first few programs -- U of Louisville didn't know when broadcast -- I viewed on tape.
U of Louisville sold us books for course.
If you're a full-time student, you don't pay.
They pay for mailing.
They mail books.
Registration by mail.**
Everything is done through the mail.**
I'm unaware of any support services.
You can view tapes at EKU.
You can call the instructor.
You can register by mail.**

### NEW LITERACY

Video room. I had to call to find out about it.
Can call instructor.***
I came to see computer. Very pleasant afternoon.
Should have said, "Please call me at least once to see what's happening," i.e. computer fair happening in two weeks. You'd think he'd tell us.
Less support for this course than any other I've taken.
Missed first 2 programs because didn't receive anything.
Books came late.
Provide instructor. Haven't had luck reaching instructor.
Students receive library card. Good support for independent learning.
Videotapes available in library.**
Instructor said we could call any time.
I miss quite a few.
Monday 2:30 viewing time useless.** Have to work.
Saturday impossible.
They're there if you want them (tapes in library).
Computers available.***
May be more than what I'm aware of.
Professor is impossible to get a hold of.
Like professor -- wish there were more class meetings.
Instructors bringing in computers.
Charged lab fee $25 -- too much.
Unfair because time limited during class meetings.
Had to share.
Use of and access to PSU library.
Lack of central information on course, little help.
Found a microcomputer support lab on campus, very helpful.
Problems with "classified" instructor as a result of assignments.

### CONGRESS

Our teacher has a review session before each examination and it's pretty well. Quite a few people come.*****
They keep copies of the programs in the library, so you can re-watch them.
The instructor is readily available, on-campus 5 days a week. He's easy to get a hold of. Hard if you're a night student.
Teacher is very accommodating. You can call him at home. He's easy to talk to. He's a good teacher.
I work when the tests are scheduled and I made arrangements before I took the class to come in on another day and take the exams.
Video recorder. We can watch in library. Have used, really good.**
Ought to be more optional class meetings.** I get stimulated in discussion. Discussion with instructor lacking. Ideas presented and dropped because not enough time.
Should be class every other week.
UNF has tapes available in the library.***
Convenient hours for teachers.**
Optional instruction after hours.
Willingness of the College of Continuing Education.
Films in library. Films helpful.
Access to instructor.
Media Specialist helpful.
Called professor.
Didn't know when or where classes met.
Use of VHS.
No other help.
The have the videotapes available in the library if you miss a program and that is very accessible. I didn't have any trouble using it when I needed it.
I'm a CU Denver student and I couldn't take this course at my institute. My institute doesn't offer any support at all. This is the last semester I can enroll at Metro and still get credit for the hours. CU Denver just isn't supportive of telecourses.
Professor was very supportive and always available if you had any questions.

## INTERVIEW QUESTION #5. WHAT COMMENTS DO YOU HAVE ON ASSIGNMENTS FOR THIS COURSE?

Midpoint/Final Interview

### TWO YEAR

### BRAIN

We don't all use the same books.

I use book and study guide for the course. We have weekly quizzes, midterm & final -- it's difficult, but good.

The book is very, very difficult. If the exams were set up without the study guide, we'd all flunk.**

I used Restak, did the chapter outlines which I would rather do, go at own pace. I often get stumped and have to read and read just to understand it.

I've gotten a lot from course, but never worked so hard for 3 credits.

It should be worth more credits.

It is getting easier.*** It's getting into things we can all relate to.

Confusing to have book assigned and then given another choice -- I'm glad I'm using Restak's book. I'm very apprehensive that I'm submitting weekly outlines and that's my total grade.** I'm not able to attend study sessions because of my other courses and my job.

There's no feedback; it's difficult; you're blind; you don't know if you're flunking or what.**

No assignments except reading.

Quite different reading level without biology background.

O.K. -- kind of not easy. Very interested but a little difficult for beginning student.

Very close match with reading materials and TV -- some much more interesting.

Open book questions were ambiguous.

Difficult -- studied harder for this course than any other.

First four weeks top concentrated especially in the text (not so much in program) -- last four better paced.

Could have been spread out more -- started in September rather than end of October.

More tests and quizzes to measure progress better.

They were hard.

Quizzes were sometimes ambiguous, I had to go back to the book, some of the answers could go either way. Had problems knowing which answers were right.**

Were they testing for details or for understanding?

Too much memorization.

Second half was dramatically easier, dealt with more interesting stuff, too.

I did the outlines; I retained more by doing , pulled out more details.**

It was really interesting for this class, especially corresponding the book with the program. It seemed like a lot more work, but I got a lot more out of it.**

Course should have been worth more credits.

Should have been two classes.****

Could easily have spent 10-12 weeks just on the first half.

### CONSTITUTION

We don't have assignments.

Term papers.

Readings assigned follow closely with television.

Problem with discussions from television compared to book. They are not accurate. Matter of interpretation, the way you view them.

The books are supposed to be based on the telecasts. The cases are not following the book or discussions.

Have no problems.

The book doesn't follow the telecasts -- it goes off.

The book is more comprehensive.

I tend to use the study guide, the other book I don't use.

Price of books too much.

Nothing difficult.

Seminars optional.

Chapters reasonably paced for each show.**

Good -- well coordinated to program.*

Material well organized.

Thought provoking.

Satisfied with assignments.

Excellent instructor.

Well produced and direct programs.

Relatively easy (30 pages/week) -- optional term paper.

Telecourse helpful -- no travel.

## THE WRITE COURSE

Structured for student, begins with personal experience, as progresses more objectivity required by instructor. Maybe journalistic style. One gets into technical objectives.

Assignments were a little vague. Hard to pursue instructor.

Assignments didn't follow films well.

Depending on wording is how you write paper. Word "artistic" is used -- is it to be newspaper or essay?

Like way assignments are -- can write 3 assignments on one topic, helps when re-working.

Seven sources of information, but have no order or outline that integrates data. To study you have to leap around.

People have no intro to 2 programs.

Programs don't relate to each other.

All information equal.

Data relevant to text.

Study guide, text, and instructor are not coordinated and there are contradictions.

Need some central reference or outline -- nothing related to each other.

Good -- I've learned from them.

Follow purpose of course.

Like way they were given. We were told not to concentrate on spelling and mechanics in early drafts.

Flexibility, not rigid on assignments.

Structured well. Covers specific area each week instead of trying to cover too much at once.

Somewhat vague at first.

Some confusion between syllabus and text material.

Number of assignments, not that hard but time-consuming.

Overwhelming. 500 word essay in one week.

Lessons & programs out of sync.

Thesis statement not covered.

No feedback on assignments.

Confusion on readability of assignment.

So broad they were difficult to narrow down into something workable.

I didn't know until practically end of course that all topics were negotiable.

Assignments were very broad -- you had to view a couple of tapes -- hints came out later than needed.

Needed to view several tapes ahead to really complete assignments -- assignments were about a week ahead.***

They were great -- clear, learned a lot.

Subject matter tied in well.

Assignments structured to make me ask question of instructor in regards to style, etc. Normally wouldn't be concerned.

Not enough time.

More rushed than on-campus -- more expected of you.

Number of assignments -- a lot. Fast paced.

Study guide assignments -- meaningless, simplistic -- it was the essays you had to produce every 2 weeks.

Some paragraphs you had to read were confusing.

Never find out on study guide assignments whether you did right or wrong.

Easy subjects relating to you, as opposed to abstract assignments.

Your choice.** More interesting.

English 100 is on-campus different. This one learn writing skills, not literature. More writing.

Opened up doors.

## NEW LITERACY

Didn't have any, would have been nice.

Don't have computers to work on.

Extra credit at center.

Felt no assignments were appropriate for this course.**

People who took on-campus course had access to computers all year -- we only had access once.

Fine.

The reading assignments and objectives were far greater in number than the objectives which were tested. Far too rigorous for touted beginning class.

Talked about aspects far too technical -- one assignment in lab tried to cover something like 50% of Basic language in one lab meeting -- not over enthusiastic.

Reading assignments just about right -- due mainly to study guide.

Lab assignments a little too intricate -- perhaps too complex.

I had good lab assistant -- without my husband I wouldn't have been able to complete.

Part that Miami-Dade handled was screwed up -- lack of coordination.

**CONGRESS**

I did not have any idea that there were questions in the back of the study guide. When I found out, it was too late.
The questions on the tests were poor.****
No assignments. Only reading assignments.
There was need for text that is better coordinated with telecourse.
"Linberg" (text) was better book than "Congress and its Members".
"Congress and its Members" was better than "Linberg".**
Too much jumping about in "Linberg" text.
An awful lot of reading.
The study guide was of no help.
The syllabus was of no help.
The study guide was good.
Questions in back of study guide were good but study guide does not tell you to find them.
Syllabus did not match study guide (for assignments).
Who prepared the questions on the exams? (questions did not match assignments).

## INTERVIEW QUESTION #5. WHAT COMMENTS DO YOU HAVE ON ASSIGNMENTS FOR THIS COURSE?

Midpoint/Final Interview

### FOUR YEAR

#### BRAIN

It fit in my case; only one assignment a week gave me enough time to work on it and get it in. There was a little more work required than for a regular class. Episodes on tape went out on too many tangents while the chapters in the text were less specific (ex.: Apasia). Preferred the text because that was how the assignments were geared. TV programs were interesting for the particular case but went into too much depth.

Episodes should only deal with one chapter each. Those episodes dealing with more than one chapter was too much work.

There was a lot of work with all the assignments, but felt that a one hour program was not as beneficial as one hour of class time. Text and study guide were not correlated as they should have been -- you could tell they were written by different authors.

Pace of assignments was good, but felt that program shouldn't have covered two chapters in a single episode.

Questions from Study Guide were pertinent to those in the text; you could answer the questions from the text BUT you didn't need the programs to do so you didn't need the video materials at all to meet requirements of the class, just text and Study Guide. Weekly assignments had little to do with the programming, only the text.

Really weren't any -- watch programs, read text.**

Really interesting but some very difficult.**

Not frequent enough.**

Not enough feedback.**

#### CONSTITUTION

Reading assignments.

No written assignments.

This course not necessary.

Were just reading assignments. Don't really have comments on them.

Appropriate -- more interesting than any other text I've ever read.

Thought it was kinda easy. Had no work other than reading.

#### THE WRITE COURSE

Assignments from study guide.

Assignments too complex.**

Assignments not relative.

Bewildering.

Not introductory level.

"Biased" grading.

Tough -- more strenuous than regular 101 class.

Repetitious.**

First one was tough with amount of time in class versus amount of time on assignments.

Not enough time in class.

Assignments took more time than number of points given for them.

They were as tough/time-consuming as longer papers.

Some didn't fit in.

It was difficult to write on subjects you didn't know about.

Assignments correlated with what you were studying.

They were difficult but not extremely difficult.

They started easier and got harder.

Very good.

I enjoyed doing them in the privacy of own home.

They gave a pretty good idea of what the essays were on.

NEW LITERACY

Have none.***
Received exams in mail. Completed it and mailed back. Don't know when we'll have another.****
Very varied.
Seem to focus on one question.
No assignments -- up to the book. Reasonable.***
Time consuming to do all work in textbook.***
Allows flexibility in terms of how much depth.
I wished I had had feedback on how much time I was putting in.
Would like to see one Sat. without program.
Reference manual.
Instructor sent question to prepare for exam -- really put me at ease.***
Would have preferred to know what would be covered on exam sooner.
This is first time instructor's given course and he didn't see materials in advance.
If you were expected to complete all materials -- is overwhelming for time span.
Two chapters a week reading material -- reasonable.
Haven't done them yet.
We have different text. Readings don't follow video.
Workbook hard because we have different text.
Take-home midterm project.
Professor quite flexible.
Instructor moving too quickly/patronizing not thinking that we've ever seen computer.
Couldn't get "hand's on" experience.
Should be separated out -- call it overview -- he demonstrated.
Get general historical overview -- for introductory course for someone who's never touched computer -- would have to bust buns to understand.
None.
He gave overview.
If you did study guide focus questions would have helped.
Experience of taking course and learning to use computers are unrelated.*****
There weren't any.*****
Should give options out of a set of assignments.**
Some assignments very time-consuming and frustrating.

CONGRESS

Reasonable.****
Well structured.**
Study guide unrealistic for people working full time, especially on "Suggestions For Further Learning."
The reading assignments seem to follow from the program. It all ties together. You get a good background from the text. It makes it a lot easier to understand.
If you read the text chapter right before the episode -- they jive really well.
The study guide is helpful to read it before and after.***
The study guide makes a nice review just before the test.
Some of the pretest questions and answers are mixed up in the study guide -- they're wrong.*****
Study guide gives you a clue to what they consider important. Gives you a way to focus in.
Workload isn't that cumbersome here. Sometimes it's a little long but other times it's fine.****
Lot of reading. Not sure it's productive.
Project we have to work on is neat -- we can pick topic.
Falls in line with most other courses. Not enough time to discuss in class meetings for tests. Guess that's part of telecourses. That way could attract regular students.
Test was matter of memorizing facts -- thought test would cover understanding -- it didn't. Questions poorly worded, some multiple choice options ridiculous.**
Study guide helpful.***
Cannot meet objectives from info in text and study test did not require that you be able to do the learning objectives.****
Textbook reading and project.
Fair.
Reading at good level.
Boring reading.

INTERVIEW QUESTION #6. HOW DO YOU SCHEDULE YOUR TIME FOR STUDYING FOR THE COURSE? (CONSIDER: # TIMES YOU STUDY IN A WEEK, WHEN PRINT IS READ IN RELATION TO PROGRAM, AVERAGE LENGTH OF STUDY PERIODS, WHAT TIME OF DAY IS MOST CONVENIENT, WHAT YOU ARE DOING WHILE VIEWING)

Midpoint/Final Interview

TWO YEAR

BRAIN

In addition to watching the program, I do Restak outlines the night before they're due (4-5 hours). Schedule of TV show is convenient.
I have a newborn and another small child and 10 PM is too late. I don't like not having an option of times.***
I usually read the chapter and outline before the program -- get more out of the program.***
I view the program first, it seems to clarify the reading. I tape it and work Sat. and Sun 6-7 hours total.
Takes 6-7 hours by the time you read it, outline, and tape it.
I do it the other way, takes 2 hours.**
Takes me 3 hours.
Difficult to judge how much time -- you're interrupted -- but I do at least 7 hours.
I need to be able to think when I'm doing it.
I was so busy I hardly had time for it -- mostly studied over lunch -- that was about the only chance I had.
I have two teenagers and work full-time.
I got up early every Sat. & Sun. to study before my kids got up, then I typed it Mondays at work.
I would study Mondays A.M. while my son was watching Sesame Street.
I would read a chapter one day, then outline it next day on a word processor.
Mostly I studied by getting to work an hour before everybody else, then I had no interruptions, I could think about what I'm reading and doing.
Haphazard -- mostly after would watch show and work on materials concentrated on in program.
Late in evening or portion of weekend afternoon -- both before and after -- before for first half and after for second half.
Take an hour a week -- 2 hours reading plus TV program -- do test while reading (take-home tests too).
View course same time -- morning on Monday or Tuesday -- read textbook at work each night for 1/2 hour.
Varied -- half hour every other night.
Study 2 hours a day in afternoon weekdays, sometimes on weekends.
Read after program.
Read study guide, then book, then program -- 3 separate times.
Mornings.
9 hours -- 2 days in the evenings, would read first.
I would study in the morning at school -- get some coffee and just sit.
Covered the assignments on weekend, reviewed the program if I had no chance to see it. I tape them all. Would watch them between football games.
I never had uninterrupted study time -- made it very difficult; you really have to concentrate.
I studied late at night.
I studied the book before the program.**
I always tried to explain it to my husband afterwards, helped clarify things.
Husband watched with me, he went over my outlined -- that feedback helped.

CONSTITUTION

2 hours before the program I read the chapter out of the study guide.
Write notes while watching video.***
I'm so busy I barely see it.
I tape the telecast.
Read the guide just before the video program and take notes on the video.
Read book after program. Study four hours once a week at night.
Read chapter before show. Read on bus to school.
One hour a day.
Study two hours after program.
Read book 1 hour beforehand and skim while watching.
Read study guide before and then take notes.
Log kept me more on top of what I was reading.
Read before watched.** On way to work.
1/2 -- 1 hour a day 4 times a week.
Morning (6:30-7:00) and afternoon (4:00-4:30).
Varied -- entire reading one sitting to page at a time -- lunch briefs or late at night -- 2-3 hours a week.
2 evenings/week -- 2 evenings/weekend.
6 hours/week, evenings.

20 minutes here, one hour there.
Who studies?
1 hour watching, 1 hour with guide, 1 hour writing.
I found study guide good outline for course.
Assignment completed 4-6 hours.
5 hours a week.
I tape programs. 5 hour stretch, view and do assignments. 5 AM Sat. work until 10 AM or 7 PM until 12.
Watch AM, do assignments in afternoon.
Go to library on Sat. Spend all weekend on my writings. Work 2nd shift.
Read text on Sun. Watch on cable Mon. Listen to audiotape in car going to and from work.
Study in AM.
Record programs, skip over little skits.
Watch them on weekends, do assignments during week.
Record both programs, watch Sun. afternoons. Read text Mon. night, start homework Tues. Usually behind, I'm out of town a lot.
Viewing, taking notes.
Usually read assignment before I see -- read textbook assignments same day in morning (1 hour).
Assignments over 3-4 hours, spread out in week.
Read study guide 15 min. before program -- read text 2-3 days later -- assignments spread out 2-3 evenings, 2-3 hours.
Look in study guide for reading assignments -- read evening before and make notes, scan through segment main point and remember for questions -- glance through reading matter -- made audiotape of program and few word notes during program -- immediately afterwards, try to relate main point and remember -- copied it off and try to answer from program material -- read material notes and then questions and answers in study guide -- didn't get system down until middle of course.
Loved early TV programs -- didn't interview.
I studied whenever.
I had regime until tape players broke in library -- used LCR to watch programs in row.
I taped and watched when convenient -- devote 4-5 hours to at one time -- maybe Sunday afternoon, different times.
I coordinate with on-campus courses.
Watch TV, do reading later.
Wednesday and Thursday evening -- watch, read, do assignments late at night.
Did viewing all on Sunday afternoon, did rest Sunday and Monday. If long assignment continue every night until done -- assignments due on Friday.
If essay, I think about it during week then do just before time it's done.
Schedule followed closely; videotaped program, watched early with no distractions. Read material, watched again. Main points. Two hours, two times a week. Rest -- writing.***
Read first, then watched.**
Did reading and writing assignments at lunch at work. View tapes on Saturday.
Worked lunch hours -- problem with children.
Did writing in evenings.
View at library, take notes, 6 hours /week writing.
Didn't watch programs after first couple. Writing on weekends, mailed on Monday.
Study weekends.
Watch programs again for reinforcement.

## NEW LITERACY

All day Sunday.
At night.
Tuesday -- and watch the program Tuesday night, read and looked over book for review.
Right after the program is on TV.
Breaks and at lunch when I'm at work.
I was in sync as long as the TV was going -- but lost my routine over the Christmas weekend.
Instructor was so good we didn't need to study -he was terrific- was the best tool.
Flexible -- could do it when I wanted.
Original course assignment was to read the whole textbook -- 550 pages. Test objectives much simpler (2 weeks before the test).
I was told not to watch the television programs. I was told nothing in the programs that would not be in the book.
I watch 10-12 P.M.
Studied at my convenience, not bound down to 7 A.M. Only watched occasionally, textbook very detailed.
Watched TV eating breakfast reading Miami Herald and sometimes on Saturday.
Repeat very nice.
I recorded them on my VCR. Tried to look at them during week.
Seven hours on Tuesday

## CONGRESS

At college -- I would watch tapes and do reading 2 nights a week (getting there and back) with car pool.
Reviewed work in evening.***
Reviewed work in evening at home.
Reviewed work in evening at home on weekends.
Work at office when boss did not look.

**INTERVIEW QUESTION #6. HOW DO YOU SCHEDULE YOUR TIME FOR STUDYING FOR THE COURSE? (CONSIDER: # TIMES YOU STUDY IN A WEEK, WHEN PRINT IS READ IN RELATION TO PROGRAM, AVERAGE LENGTH OF STUDY PERIODS, WHAT TIME OF DAY IS MOST CONVENIENT)**

**Midpoint**/Final Interview

**FOUR YEAR**

**BRAIN**

Study late at night. Do homework in 2 two-hour sessions. Takes notes while viewing programs.
11:30 P.M. Thursday nights because tapes shows and on Saturday afternoons and sets Sundays aside to read text and do assignments. Did not take notes because taped shows and could review tapes.
Didn't take notes because would review videotapes at home. The major topics of the shows were covered in the text. Most of the details in the programs were not pertinent to the information needed to be recalled. Usually studied early in morning and when returned from work. Doesn't retain much information at night.
Early evening and weekends -- didn't take notes, used VCR instead.
Didn't study on weekends, didn't take notes because used VCR. Turned in assignments early . Didn't wait for program to be on because didn't need to watch it. Spent four times more time on this than in a regular class because there wasn't the one on one relationship with the instructor.
Watch program (whole family together).
Read at end, before test; read whenever possible.**
Recorded the shows -- started studying five days before the test.
Tried to do all the reading before the show.**
No certain schedule.**
Taped shows -- watched when I could.

**CONSTITUTION**

When babies are sleeping.
Any time can squeeze in.**
Study 1 hour, afterwards.
5-6 hours a week.**
During lunch hour.
3-4 hours before exams.
Study 8 hours before exams.
Sat in classroom while viewing.
My class was on Monday night. Studied over the weekend. Read the material. Just prepared for class.
Read 2 days before exams.
Tried to, but ended up doing it a couple of hours before class. Or not at all.

**THE WRITE COURSE**

Evenings, spent much time -- required all attention.
Evening.
On-going. Everyday.
7 hours per week.
Time of day varied.
Note taking while viewing.** (although program advised not to)
Would stop VCR and play back tape while viewing.
All at once.
Real late at night.
I study a little every day.
At night I study.
Twice a week in the evening.
Just viewing; nothing else while viewing.**
In between work and other stuff.
Everyday in the evening.

Read a little bit before I go to bed. No relationship between book and TV program.
Could take course without TV.
TV program for an average person.
Take notes while I watch, then go to book.
Everyday, but when and how varies, AM or PM.
Study when I can. Try and set time when I can concentrate.
Some reading at 6:00 AM or in evening 2-3 mornings a week. 3 evenings and early Sat.
I have kids, started out trying to be prepared before program -- now spending more time catching up. 1 1/2 hours -- not doing very well.
Neglect a couple of weeks and then bomb through. 4-5 hours at a time.
I have other courses in the week and we're tested weekly.
Mini-projects would add but don't have time.
Initially used suggestions and did material before program. Now I skim through immediately before. I'm taking other course that this reinforces. Afternoon's with children.
Don't have much time. Sunday evening.
I fell way behind/skip out of school/watch for 3 hours.
For awhile I was way ahead, then involved with school and baby. I review overview, watch program, and go back and read.
The book is more detailed.
Do it in spurts. Kept up for awhile, then real busy. Read on train to work.
Watch same time every week, Sat. mornings. Do reading Thurs. night. Read assignment before program.
Taking 2 other classes and 12 hr/day job. Started diligently and in prescribed way. TV at first good then full of misc., vague experts I'd heard a million times.
Tired of hearing repetition of expert's opinions without concept explained. Beginning was good, but I wanted overview of where we were going.
Test guests not provided/what we should get should have been provided in focus guide.
Fractured 10 to 15 min, 2 or 3 times a day. Sometimes ahead of time but usually viewed after.
If had time. Could pick it up whenever I could. Audiotaped program and then took noted on Focus questions part.
Fractured 5:30-6:00 A.M. quiet time and late evening. 2-3 hours a week in text. Would read study guide and then view program with Focus Questions. Didn't do all focus questions -- no time. Audiotaped first few to play in car -- too much information. Also, first time I've read text cover to cover -- laborious.
Paid more attention to TV programs at beginning -- at end not watching -- got more out of book. Taking two other courses. Before test would cram and highlight in book.
Never studied. Got test, read questions, went into chapter to answer questions. We had no study guide, so studying others are important things to do .
Tests were so long and detail oriented so even if you studied it wouldn't be worth it.
I studied at first because I've taken other TV courses and I thought they might have in class exams -- wasn't sure, so I studied. They didn't have in-class exams -- stopped studying.
Around TV programs -- purposeful activity. Did get behind however.
When I could be alone.** Can't do more than 1 thing. Kids were a distraction.
Reviewed telecourse then watched show, text material afterward.
Tried to read text ahead of time.
Couldn't watch programs more than once, conflict or other problem.
Didn't know of early morning showings.
Watched on-air instruction from Bloomberg.

Read study guide right before program begins.****
Read textbook during the week.
Weekend afternoons study textbook.
Study guide 10-15 minutes.
Right after kids are in bed.
Sunday afternoons and evenings.
Read study guide day or hour before program.
Read questions before watching the program.
30 minutes after the program.
Answer questions after viewing the tape.
Saturday afternoon.
Spend 30 min. on study guide.
2 hours on text.
Self help questions confusing.
Don't read anything first.
Watch Mon. & Wed. then read and watch again on Sat.
When it fits in between other assignments. Flexibility.
I keep this course to the weekends.
I try to study before and after each broadcast -- midnight to 3 AM.
I do most of my studying about a week before the test so it's still fresh.***
Really erratic -- hard with kids. When I get to it, not as much as usual. During day when kids in school.
Try to read before, but you don't have to because you can watch TV. Read then watch video.
Kept up -- finish reading each week.
Study guide.***
Right before show.**
Read textbook whenever possible.
1 + 1/2 hours a week, usually on Sunday afternoon.
Text waste of money.
Text brought things together.***
40 min.-- 1 hour.
Study guide -- 15 min.
Textbook -- 1 hour.
First half -- organized. Second half -- read whenever possible.
At night, varied.
At night before test for maximum retention.
Not sure of exact study habits.
Tape program on VCR -- tend to view them before test. I would read the study guide, view the program, and read the chapter in the text. I would do one program each day before the test.
I tried to read the material before viewing and if I was confused then I could go back over it.
My emphasis was mainly on weekends prior to the test.

INTERVIEW QUESTION #7. WHAT IS YOUR REACTION TO THE ON-CAMPUS CLASS MEETINGS FOR THIS COURSE? WERE THERE TOO MANY? DID YOU HAVE TROUBLE ATTENDING AND WHY?

Midpoint/Final Interview

TWO YEAR

BRAIN

There were too few, difficult to come to.
I had classes at those times.
I attended only orientation.********
Most were scheduled at height of traffic. Not impressed with choice of times.***
We ran overtime and couldn't finish the discussion.
The teacher did not stress that they were important.
I really appreciated that they were optional.**
The reason I'm taking a telecourse is so I don't have to come in. I'd rather call the instructor and ask.
The session was really good. She brought in a real brain and we could look at it.
Didn't go to any of them**, the time was lousy.
I had a class scheduled.
I went to one -- it was terrific.
I went to one -- it was too short.
Disappointed in the hours. I take other classes, couldn't squeeze it in.
It seems that if instructor could have had meetings the times the show was preempted, attendance could have been better.
Only made it to one -- wish I'd made it more. It was good.
Difficult to get child care.
Time wasn't convenient for me, I had to leave work to make a couple. Classes were informative.
Didn't attend.**
Right number.
Meetings were mediocre.
Subject matter not quite to point for exams, but did answer many questions.
Not as structural as could be.
Needed more of them -- no problems attending.
Excellent, instructor well-informed, very available.

CONSTITUTION

Too few.****
Too many -- should be like a correspondence course. Get the same out of it, same amount of credits.
We don't have any classes before exam -- we should have review class.
Professor is very particular. 90% of class failed exam with 20's and 30's.
It is important that this class meets more than 4 times to discuss what the professor wants.
Don't know what is on exam.
Don't meet enough -- especially if this is going to count toward your degree. Meet more to absorb what you are learning.
Oral communication -- you don't know what to expect from instructor -- he doesn't know what to expect from you. Can't get the idea of what instructor wants on a test. Then if you fail, you get a low grade in this. Then your cumulative average and everything goes down -- it's not fair!
Meet too few times. Constitution is a difficult subject. Speaking on interpretation. The only judge one has is himself.
Constitution itself is very ambiguous topic. That's why we have Supreme Court judges interpreting the law and they have problems with it themselves.
Course should be divided into 2 levels. An introduction and a more advanced.
Too few. Need more class time to get into depth. Trouble making class on time from work.
On-campus meetings clarify issues, discusses omitted points on video and text.
Longer sessions.
Just right.
More would have been helpful to get to know teacher/teacher style.
Nice to have quizzes -- not just mid-term and final.
Nice to view programs or excerpts in class.
Not too many.
Have trouble -- children, working husband.
Excellent on-campus meetings.
Could have been more.**
Trouble attending on bowling night.
Hard to get there on time.
Good on-campus meetings.

THE WRITE COURSE

One individual meeting with instructor.
There are none.
I wasn't familiar with that.
I haven't been to one.
I went to one, was extremely helpful, gave idea what we would write on.
Students who showed up will have good idea what to expect.
We received announcement that it would help our grade if we showed up.
Orientation was good too.
Should give optional times. At least 2 times for every meeting.
Course coordinator and instructor seem anxious about how course is proceeding.
Were none.
Only a couple -- just right. Put you at ease; give pointers you could ask questions; instructor gave pointers addressed to your weaknesses; what to watch out for.
I couldn't go -- but called.
I was sick -- couldn't go. I called, she let me take final at home.
Right number.
Went to optional for final exam -- very helpful, very good -- went through not like final -- only 3 people there.
I had class that conflicted with that optional meeting -- should have offered more than one.
It was perfect. Only 2 -- review and test. Great for me.
Orientation good for questions. Review sessions worthwhile. Library as back up good.
Choice of days. Flexibility great.
Learned what to expect from test.

NEW LITERACY

Not enough.
Just right.****
Really critical in the overall course; a quality instructor makes it or breaks it.
Too far away.
Helpful. Fine.
Extremely valuable.
Review session helped me to narrow down what we had to know.
Cassette tape identical to review session -- don't have to come to class.
Most important sessions of course.
The most informative session of the course.

CONGRESS

Asked for some but she (instructor) said there were not any.
I was going to ask her but could not find her.
There was a psychology course which had class meetings but this one did not have any.

## INTERVIEW QUESTION #7. WHAT IS YOUR REACTION TO THE ON-CAMPUS CLASS MEETINGS FOR THIS COURSE? WERE THERE TOO MANY? DID YOU HAVE TROUBLE ATTENDING AND WHY?

Midpoint/Final Interview

### FOUR YEAR

### BRAIN

"Nice" -- given choice of what to do before each test.
Disappointed, only three meetings. Intro and two test reviews; felt there should have been some more classroom instruction meetings.
Agree -- needed more time for classroom instruction, although had a problem getting to class because of working schedule, and couldn't always get time with instructor during day because of mutual schedule conflicts.
Felt there should have been more class time even if optional to get a better understanding of the materials covered.
No problems, no comments.
Not too many. Right number (reason for taking course - i.e. not too many meetings).
Would have liked 1-2 more.
Missed interaction -- would have liked to watch in class, then discuss.**
Long break between 2nd and 3rd sessions -- poor.**
"Wrong" scheduling.
Three hour meeting too long.**
Interesting classes.**
Only one optional meeting -- didn't go.**
Attended -- thought it was worthwhile.
Attended -- expected it to be tied in more.**
Attended -- learned more than I had ever hoped to know about blood pressure.
Came expecting to see brain or model of brain -- was disappointed.
Could have been more optional or required meetings.

### CONSTITUTION

Were enough. Beginning not enough spread out enough.***
Enough.**
Excellent discussions.
No, easy. Once a week.
Once a week on Monday. Don't think meetings went along with program or book. Exams were from lectures. Didn't go along with book or program. The woman sitting next to me felt the same way but she got a better grade than I did.

### THE WRITE COURSE

3 meetings.
Instructor had originally planned more classes when course was listed in catalogue as having only 3 meetings.
Should have been more.
Should have been more because this was a skills class -- needed more individual interaction than in, for example, psychology or sociology.

### NEW LITERACY

None.**** Someone in office thought there'd be 3 on-campus meetings.
Every time I called, I got a different answer.***
No on-campus meetings scheduled.
Would like occasional meetings with other students.
Would like to see 2 in a row at beginning.
More time for more hands-on experience. Know terminology, but not how to do it.
Scheduling conflict with broadcast time.
Telecourse timing conflicts.
So much subject matter, difficult to discuss in 50 minutes. Seems like professor is afraid to get too deep because of short time. Gets really interesting at end of class -- then it's time to go.
Lack of interest -- waste of time. Enjoyed seeing people -- not reflection on instructor.***
Too intense, too much information.
If you took other courses, this took back seat.
For 3 hour meeting plus travel time, not getting enough.
If instructor had been familiar with material or focus guides/test questions, we could answer in class and ask questions.
Instructor didn't have time this term -- sometimes he hadn't seen tape before class.
None.*****

Did not attend the first session.***
Attended the review session.
Sessions longer than they need to be.**
Helpful.***
Human contact good.
Felt lost until the review session -- got courage to continue.
Listen to the news with more interest now.
Haven't made it to any because I work.
A little hard to get here at 6:30.
It's helpful. I think you could stand a bit more time. Every now and then I'll come up against something where a brief explanation would save me a lot of study time.***
Even one day before rather than 15 minutes prior to the test would be better.
I don't think I could make it to any more classes.
We meet about the right amount of times. I just wish there were more of a gap between the study session and tests.
Fifteen or twenty minutes isn't very long.******
Study sessions most helpful for essay questions gives you some insight before the test.
Only first class didn't have test. First not productive -- too much discussion of practicalities that weren't necessary. I go full-time and wanted more content.**
Instructor's good, knowledgeable. Class is fun.
In first meeting spent time talking about organization -- because it's a telecourse. Because of limited time, I would rather dive into subject.
Weren't enough meetings.
Five was one too many.
Not enough time to discuss.
Not too many meetings.
Need more directed study in meetings.****
Instructor didn't want to lecture -- he wanted discussion -- but class didn't have much discussion.***
Too many open-ended questions asked.
Needed more instruction.***
Needed list of terms.
Instructor didn't seem prepared -- didn't have a lesson plan.***

INTERVIEW QUESTION #8. WHAT PROBLEMS HAVE YOU ENCOUNTERED IN TAKING THE COURSE?
Midpoint/Final Interview

TWO YEAR

BRAIN

People who do Restak -- the feedback is very slow.
Nonexistent.
Only offered late at night. Should be offered in afternoon.
You don't miss much if you miss the programs.
I was surprised with the intensity -- took much repetition.
Difficult to get into it -- didn't realize it would be so intense -- work full time and take other courses, but by the end of the term I was willing to devote more time to this course than to my other classes. It was the most interesting and I was getting the most out of it.
I was backing off my other classes, finishing this one first.
I looked to the programs to give me a better picture than the text, but the shows were mostly fluff.
I missed the feedback you get in a classroom. I didn't get any feedback on the quizzes.
I didn't like the confusion -- the book (Bloom et al.) contradicted itself.
Ambiguity in test questions -- hard to tell what they wanted.
Child care.
Lack of Biology.
Course pretty technical.
Answers on test seemed like they could have been either/or -- confusing about which answer was right or wrong.
Nothing earth shaking.
None really.**
Too technical the first half -- later was easy.
Needed prerequisite -- either biology or psychology.
Was not introductory course.
Had trouble seeing course as fully biology or fully psychology.
There were more discrepancies in the beginning chapters.**
I used Restak, and in the beginning the TV programs enhanced more of what I was reading than towards the end. I feel I didn't really need the TV programs toward the end.

CONSTITUTION

Problems viewing telecasts. Busy during the week and have a Sat. class.
School doesn't have own video.
Transmit by radio.
No feedback.
Missing meals.
Can't attend seminars.
I wish they had the videotapes.** Big problem.
Making sure you're not distracted while the program is on.
Last couple of programs did not start at the scheduled time.**
Very late -- earlier would be better.
None.
Traffic problems in evening -- rush hour.**

### THE WRITE COURSE

Dazzled by all dates. Don't know what course or instructor wants.
Terrible viewing time.*** (Saturday)
Thursday one on while I work.
Thursday needs to be earlier or in evening.
Getting a hold of teacher.
Not getting assignments back. That's a real disadvantage, if you tear these sheets out of study guide, and turn it in you need them back sometimes for next assignment.
Problems with cable, nobody knew which one to get.
Problems with library -- said audio copies there, but they're not.
Timing of on-campus sessions.
Lack of feedback.
No communication, just a grade or blanket statement, no detail, almost no response from her.
No positive feedback.
I've gotten a lot of feedback, both negative and positive.
No problems.**
Writing assignments ran too close together -- too many. Too long to do rough draft and final -- adjustments made.
Tape machines at library broke. I had to alter my schedule.
Not enough feedback, very negative, poor rapport, better towards end -- but in beginning, none.**
Limited office hours. I solved by writing notes -- 2-5 P.M. Monday I work -- have no opportunity to contact anybody.
Poor assistance from English department secretaries -- rude, snotty.
Time pressures.***
Rewriting.
For someone who never did any writing, wanted A and to learn -- pressure of deadlines.
Time more than adequate, assignments done in advance, all time in world because student.
After work, hard to work. Little time for recreation.
Discipline self to do assignments. Other than that, no problem.**
Time of year -- final before Christmas.
Missed review.

### NEW LITERACY

Getting on computer.
Finding time to study.
Outrageous hours they show the films.
The time was good for me, I get up at 5 anyway and watch while I eat breakfast.
Viewing program and relating it to the chapter of the book was a problem because the TV programs were not synchronized.
Changed all requirements for due dates, lab dates, changed direct phone numbers, cancelled labs.
Radio station screwed up the scheduling -- didn't broadcast when they were supposed to.
AV session at Dade South has limited hours.
Cancelled lab with teacher -- had to see student assistance.

### CONGRESS

The third test I took, the exam questions I was sure of, I got wrong, and the ones unsure of, I got right.
Exam questions did not coordinate with the materials.***
Not pertinent questions.
I do not care about population of Capitol Hill.
Too many unimportant and trite questions.
I felt questions were worded wrong.
I noticed the questions in back in study guide only after the 2nd exam.
I missed 1 month of telecasts -- I studied -- asked for tape "1 & 2" to pick up ones I missed and I got wrong tape.
If I had known about questions in back of study guide I would have passed.
I think the syllabus was coordinated with the program wrong.
Correct answer (on tests) was different from book.**
Time very limited but this was not useful.
Programs were good. The book was not good.
Text was worthless.
Friend's study guide (who took telecourse) was better -- that person took the class last year -- the questions were not pertinent to me, they should have been about the Congress.
My work was so low (graded) that I was really discouraged.

## INTERVIEW QUESTION #8. WHAT PROBLEMS HAVE YOU ENCOUNTERED IN TAKING THE COURSE?

Midpoint/Final Interview

### FOUR YEAR

### BRAIN

PBS station airing show at different time without notice.

PBS station changed show time without notice. Also broadcasted on holidays, Thanksgiving, when didn't feel like working. Station's fund raising interfered with the scheduling. Also, programs aired late in the semester and so began after class had started.

Programs ran too late in semester and during holiday. Show times were inconvenient and had to go to Media Center to see tapes. Missed last two shows, but didn't need them to complete assignments.

Agreed with others.

No problems as far as assignments were concerned.

Bad classroom** -- in terms of night, dark, classroom location, etc.

One week the repeat wasn't shown -- not sure if were informed or not.

Had a problem with first three chapters in the book -- so much there -- couldn't get it all.

No direction from the instructor on what was important.*

All the terms were in the first couple of chapters.

Spent a lot of time trying to memorize names -- not relevant for the midterm memorization.**

Needed better representation of brain structures -- the way they put two chapters together in one assignment.

Disappointed they didn't talk more about the physiology of pain.

Memorized everything -- to recall it all at midterm was very difficult -- needed more frequent testing.

Not enough feedback.**

Didn't get midterm back until came for meeting (near end of course).

Very overwhelmed -- out of school for 30 years.

Would have liked to know how to pronounce the words.

Big difference between information in text and television program -- program so comfortable -- textbook so technical.

### CONSTITUTION

Viewing on CH 44 bad.***

CH 2 not on at time -- didn't notify that wasn't there on different times.

Pick up 36 -- I have three alternatives.

10:00 Saturday night -- bad.**

Preempt -- let you know when they preempt.

Reception CH 44 terrible.

Sometimes it was a long time to sit -- almost two hours.

2 1/2 hours. Depends on when he let us go.

### THE WRITE COURSE

Problem with instructor.

Course set up well, but no problems with instructor.

Lesson 7 -- instructor said not appropriate for English 101.

Instructor not familiar enough with program.**

"Pintad" a waste of time.**

Programs seemed to make writing problems simpler than they are -- course helped superiors with writing -- not realistic.**

Some lessons not clear in what they wanted -lesson 26- shopping list, etc.***

Thesis statements should have been at beginning of course, not end.**

None.****

Working and vacations.

### NEW LITERACY

I never knew you had to have a book.

Professors should get act together. Should have had materials before course started.

I assumed there'd be more than one viewing time. Sat. mornings poor. No alternative.

Text should have exercises.

Who are you trying to reach? This book is written for MIT students.

Reminds me of history course, lots of dates and things.**

One program gave overview of 6 languages -- too much information.

More clarity at beginning. Started out too fast. Too much at once.

Frequency of telecasts -- too few. Need VCR tape recorder for review and comprehension.

Pace is too fast.

Book didn't relate well to telecourse. Telecourse bland -- they have to decide who it's for. Way it's designed now, anyone can watch it. At times I want them to slow down and give diagrams.

This tends to be drier.**

Computer industries have grown since this done.

Telecourse more opinions.

Video application doesn't devote time to course material. Frustrated with workbook -- very picky. Workbook questions -- don't remember hearing answers in video.

Must be very disciplined to get most out of it.

If anything else comes up, this wouldn't be a priority.

Was looking forward to taking it but not enthusiastic -- easy to get bored.

This is a very interactive type of thing. Maybe for this you should send in assignments weekly so you have to keep up -- wonder whether this adapted itself to TV.***

TV -- too much info in 30 min. programs.

Book like an encyclopedia.

Too many details.

Book for someone buying a computer.

Should have had some of info covered on test from program.

Video and book should be compatible -- these weren't.

Took 10 hours to look up and answer questions on a test.***

None.*****

I forgot to mail the test back for two weeks and was worried -- instructor wrote me a note with final grade -- no problem.

Vague in beginning & as soon as I got the first test, I didn't worry about it-- all in the book and take-home.

Reaching an instructor very difficult -- tried several times.**

Could have intermediate contact or definite statement of office hours for telecourse students.

Pacing is different. Telecourse programs are 13 weeks. PSU allows 26 weeks for completion.

### CONGRESS

Children interfere with TV watching.

Confidence level low at first.

Textbook confusing.**

Should not have a telecast on Halloween/Station ran wrong tape.**

Shown at dinner hour.

The lateness of the television repeat. Sometimes the repeat comes after the test.*** If you miss the first telecast and can't get to the library, it's a real problem.

Test is biggest problem.

If you have classes or work during day you can't watch program at 2:30 PM. With Heritage they repeat program the next week.

Longevity.

Second half dull.*****

Mail didn't arrive.

Should have more class meetings, shorter (biggest problem).

None.

Not enough information; I didn't know about the tapes (in Metro Library) until I attended this session (i.e.midpoint) plus not knowing all the times they shown on TV and what channels they're shown on, they're shown on both CH 6 and CH 12.******

I didn't find out about CH 12 until this (midpoint) session.**** Halfway through the semester.

## INTERVIEW QUESTION #9. HOW HAS THIS EXPERIENCE COMPARED WITH TAKING ON-CAMPUS CLASSES?

Midpoint/Final Interview

### TWO YEAR

### BRAIN

Much more interesting. Get more out of it than with 3/4 of teachers at PCC.

More of a challenge, working blind. I'm harder on myself than in a class.

By using TV they are forced to make it more entertaining than a classroom course.

It's better, we don't need the teacher at all.

I miss the feedback from an instructor, asking clarification -- it goes so fast and the telecourse just skims, so you have to go over and over it to get full impact.

In psych. class I feel the instructor is analyzing everybody.

I miss the interrelations among students. I enjoy learning others' ideas and interpretations. I prefer telecourses with this exception.

There is so much opinion and conjecture.

You need discussion.

The telecourse people are more geared to your learning. Too much immaturity in classes.

Took more effort to keep me honest in my homework.**

Took more discipline.

Lonely -- don't have the comradery.

No peer pressure to get good grades.

This is a controversial subject, and with the telecourse format you don't really get to see the controversy.

Spent more time on this than an on-campus class. However, I didn't have three hours in class, but even counting that, I spent more time on this class than I ever have.

Forces you to more of an adult. One of my largest objections to college is that many classes are so high schoolish. This is entirely up to you.

A problem was not having an instructor simplifying difficult concepts.

There weren't enough TV programs.

On-campus classes give you more feedback.

I enjoyed disciplining myself; I was motivated.

In almost every on-campus class I have taken there were some chapters I have not read, in this course I didn't skip anything.

Most stuff on-campus you can buffalo your way through.

This was more challenging and rewarding.

Liked it just as much.

Study requirements comparable.

Found it more convenient.

Freedom to pace yourself -- flexibility in terms of study.

Like this much better -- can study at own pace/don't feel pressured like I do when I'm on-campus -- especially don't feel tired when I select studying.

On-campus course may be choice.

I like much better if they are available -- cost a little more but what you save in time worth it.

You learn much more if you put yourself to it.

### CONSTITUTION

More communication with the instructor and peers -- able to get more into the course because you have more on-campus meetings. You have more tests to give you a chance to balance out if you fail. Can make it up.

If not for problems such as meetings and lack of video-tapes it would be a superior way to take a course because you don't have the pressures. It's basically left up to you.

You don't have the opportunity to see the tape. Frustrated when you miss a program and can't make it up.

It's a more relaxing atmosphere, and being able to see it actually on TV enhances it more than reading a book or looking at an instructor. Makes it more dramatic seeing it there.

Actually seeing the people that have voice in interpreting the Constitution.

No pressure seminar optional.

More convenient.

Miss some professor/student interaction.

On own time, fewer distractions, can concentrate.

Flexibility allows course to be taken. Couldn't be taken as on-campus course.

More difficult.**

More difficult than just watching the professor.

Gives more freedom and flexibility.**

Gives you discipline and certain amount of responsibility -- no attendance.

THE WRITE COURSE

Great -- save time commuting.
Watch it way you want.
Miss personal interaction with instructor and students.
Like being at home especially in winter.
Lot more convenient, easier if I don't have to be at college certain times and days. Can do my assignments at my convenience.
Easier to understand in this format.
Four different people asking questions -- usually one of them is what I would ask. One teacher couldn't do that.
Won't take telecourse again.
I like them, convenient.
Subject matter needs feedback. Writing is a creative skill. Feedback not as important for other courses.
Not working for me, I feel frustrated.
Too long since I took an on-campus course.
Miss interaction with students and teacher -- didn't miss coming to campus.
Can't say -- haven't taken any.
Enjoyed more -- flexible scheduling -- have kids at home.
Didn't disrupt daily schedule.
Different than watching one instructor trying to get point across.
More competitive with self on this, but in class more competitive with peers.
More work in this course -- requires discipline, more difficult.
More convenient.***
More trouble with this than self-paced courses.
Study harder -- more reading.
Learn on own -- find out where to find answers.
Led by hand by instructor if don't put time in -- self-discipline.
No wasted time, teacher may go off, etc. This cut and dry.**
Don't need anyone, instructor for writing course.**

NEW LITERACY

More flexible.
Learn less, but not a good way to learn for detail. You have less help from the teacher, are more on your own.
Less dialogue; don't meet as often; don't feel as comfortable; less speaking out.
Would have learned more on-campus, would have been forced to. My study habits aren't as good on my own.
Much better, more convenient -- but shouldn't require lab activities if they can't have qualified help.
Lacking in same degree of organization that on-campus courses have -- usually they're quite organized.
I was more comfortable with on-campus -- format here very loose, via letter, correspondence.
Took 2-3 weeks to get feedback on surveys.
Ironic that computer course takes 2-3 weeks longer than regular course.
Content heavier than on-campus course.

CONGRESS

No comparison as far as I'm concerned (this was much worse).
I am now very much against TV courses. Maybe TV courses with class meetings.
I could have had an "A" in an on-campus course and I got a "71" in this.
Fell behind and could not catch up. Could not get decent grade in class. Got low "D".
I enjoyed the class.**
I felt I should have had an "A" and got a "B". All I read is the textbook.
One night I got a "72" and the proctor said "this was the highest grade I've seen so far."
I definitely felt there were two answers right on each question on test.
We had up to 60 pages to read a week.
Who prepared the questions?
The study guide questions were poor.
I would have preferred essay questions to what we had.
There were standard questions that were with the materials.

## INTERVIEW QUESTION #9. HOW HAS THIS EXPERIENCE COMPARED WITH TAKING ON-CAMPUS CLASSES?

Midpoint/Final Interview

### FOUR YEAR

### BRAIN

Liked it a lot better. Rather sit at home and watch on TV and come in two times a semester than two times a week. Can work at own pace.
Requires a lot more word and more self-discipline than regular classes.
This was more work. Instructor allowed more freedom with late assignments.
Opportunity to word at own pace without classroom pressures. I liked it.
The concept is wonderful. With a VCR you can review without taking notes and replay as needed at your own pace and level.
Enjoyable.**
Less time, less pressure, less boring.
Watching VCR relaxing.
Instructor's method/approach good.** (asking questions, pressing students) Like his style.
Teacher more intelligent than many.
More open-ended, distance from instructor -- didn't feel like he put any time into it.
Instructor not involved, not available.**
Appreciated not having to drive long distance to take course.
Missed presence of instructor.**
No focus like a classroom course -- desire for feedback*
1965 last on-campus course -- instructor laid out exactly what we were expected to do.
This my 13th telecourse -- I don't like on-campus courses -- thoroughly enjoyed.
Easier for me to take telecourse.

### CONSTITUTION

Easier.***
Course material not demanding.
Text involved -- way presented a lot easier way to learn.
Not a lot of technical questions
Good difference.**
This kind of course good for this topic.
Seemed the time went by fast for something taking 2 1/2 hours. Like watching a normal TV program.
Added to the experience of class. Could have the discussion and different points of views. See how different people, like the President of the US, thought about it.

### THE WRITE COURSE

More flexible without weekly meetings, less pressure.
Instructor expected more work with fewer meetings than on-campus class.
Course elementary.
"More stressful" -- mailing information in and waiting to get it back up to 2 weeks -- was difficult.
Re-writes were a problem -- maybe would not have had to write over if would have been taken in class.**
More convenient and easier to take.
Quite different. You don't have to find a place to park or worry about being late.
I liked it better.
It was more convenient and I liked the course.

NEW LITERACY

Much easier.*** No studying, no paper, no timetable.
Hard for me -- we all have priorities and this gets less priority. Have immediate weekly needs in on-campus classes.
Hate to hire someone who obtained degree through televised courses.
One or two good labs would help.**
On-campus much easier. Telecourses require much more studying for serious level of achievement.
Greater sense of freedom.
More self-discipline.
You have to be your own instructor.**
Wouldn't want as first course.
Miss give and take with instructors and students.
Wouldn't like for major. Emphasis in curriculum -- would miss elements.**
Have taken others.**
Like the flexibility -- without it I could never take this course.
Very relieving, not much effort. Like not having to commute.
Like flexibility, miss feedback of classroom, know where you stand.
Wanted to get break from attending classes.**
Way of getting additional credits in combination with other on-campus courses in program.
First telecourse hard to get into.
Like this -- have recently resented classroom experience -- when instructor recites text to me, I can read. For me this was a break -- what you get out of it is what you put in.
Doesn't compare -- no reason to study.**
Depends on instructor. There are some that are pretty easy like this. Other courses go overboard.
This, there was no equivalent.
No class meetings. Lucky if I put 5% into this as compared to other.
On-campus much easier than working alone, TV sometimes too fast; no indication of what aspects are important to retain.**
Instructor available on-campus.
Quite different.

CONGRESS

Wonderful with small children and a full-time job.
Easier to watch at home.
Repeat tape good. Less pressure.
No travel -- especially at night.
Miss contact with instructor.
I like it. I've always found I do better on a self-paced type system. I can put in a couple of hours when I have time.
I think it's necessary.
I get as much or more out of this class as I do out of any of the on-campus classes.
One disadvantage is that it minimizes the opportunity for classmates to exchange views.
Edwin Newman makes a fine instructor.
Disappointed, get more when I attend class more often.
Material excellent -- there's a lot we could get into in class.
Time in class is really good -- makes you think. In academic setting, you get different ideas from class or instructor.
Nice not to have to drive.**
No research.
No child care problems.
Televised good for graduates -- may not be good for undergraduates.
Lacked exchange of ideas, may be due to instructor.
Very different; not as many meetings; more work on one's own -- level lower than on-campus.
Level was perfect (as compared to on-campus) -- less taxing on time, could fit in work, made time to fit course in.
I think it's a lot easier.**
I prefer the telecourse as opposed to an on-campus.**
I like the telecourse, but you have to be disciplined.**

## INTERVIEW QUESTION #10. HOW HAS THIS EXPERIENCE COMPARED WITH OTHER TELECOURSES?

**Midpoint**/Final Interview

TWO YEAR

BRAIN

**Much better.**
**Much more depth.**
**Not as dry.**
**Higher quality in how it's offered and presented.****
**It's not just talk.**
**More up-to-date.****
This required much more discipline.
Required more time.**
This one was more intense.
Best telecourse -- very up to date.
Other telecourses are full of 30 year old cliches.
I loved the graphics and special effects. They put more effort into this one.
Better quality than the others.
TV programs very interesting. Just as enjoyable and informative as other TV courses, but study guide wasn't as informative as those in other courses.
Textbook harder than most earlier text and more informative (i.e. guide gave lots of information but not enough of what was asked for on tests.
About the same -- not my favorite, but average.
Good, better than average.
Favorable.
Liked the times they were on TV -- much better than 7A.M. or 11P.M. -- prime time really nice -- very interesting.**

CONSTITUTION

**Our first telecourse.**
**One of the best, role playing show.**
**More interested. Take a side, current events, advocacy, involvement.**
First.**
This one didn't give feedback.** Would prefer little tests -- submit them -- know if you've got the gist of the program. Without quizzes or feedback, you don't know if you've got the main idea.
Would rather have no instructor to talk to -- just a way to let you know what you're getting from course.
Comparable except for one.
More interesting.

### THE WRITE COURSE

I watched a lot -- this is more of a challenge, because composition takes personal attention because one has to grow.
Appreciate thoroughness of it.
Better than one instructor.
I've had other telecourses, this is the best one!
Expected Eng. course to put you to sleep. It is the computer courses that will put you to sleep. English course is very interesting. It's entertaining, it does the teaching. You can't skip them.
I have a couple of college kids and High School students that actually enjoy watching it at 6:30.
Like a soap opera.
I want more discussion groups, review and discuss.
More relationship with teacher.
More interesting fashion than other telecourses. Sometimes repetitious but all telecourses are.
I prefer this one.
I like video portion.
I've slept through government courses, but I stay up for this one.
As good as other one -- other course had significantly less interaction within structure -- only written grade before. (Psychology)
Never took before.**
Better.** More entertaining, keeps you awake. I took history, gov't,...this much better.
I took another telecourse same time (New Literacy - computer course - I'm already in the field. I found it very boring. Tests for both were decent, this one better than expected.
More work -- but learned material better.
TV programs better than most -- up to date and humorous.
More difficult than just with texts.
Very compatible. Psych. about the same. No jumping, lack of continuity.
English more difficult. Other, only four quizzes, etc. More hours involved.
English more academic work than Psych. Didn't like as well. Had more meat.

### NEW LITERACY

My first.
Instructor very good.*** The other telecourse had a better text and study guide but the instructor was zero. In this one, the instructor was great.
More work.
About same other than lab experiences -- lab made this course unique.
More disorganized.
Disorganized -- more content, material approached from more in-depth objective standpoint.
Comprehensive.

### CONGRESS

About same.**

## INTERVIEW QUESTION #10. HOW HAS THIS EXPERIENCE COMPARED WITH OTHER TELECOURSES?
Midpoint/Final Interview

### FOUR YEAR

### BRAIN

Similar. Less tests. Liked this one a little better, but liked both.

First telecourse*

The materials were more detailed than the others she took and required more time than the others.

Concept fine. Took two other telecourses and have signed up for a fourth. Study guides and films on the others were better synched, this one the text was written by different people than programs were. Therefore, they weren't well related. Study guides and text were not well correlated either, didn't need the film to do the assignments. The film was too clinical; very interesting, but not matched with the text. The text was more medical. The course was not set up in sequence with the text and study guide. Program was more of a documentary than a telecourse.

Conducted very much the same, comparable course, schedule, this instructor better, more interesting.

This much better -- other bad, just watched person lecture, like a normal lecture.

This one presented in many fewer segments -- compressed into eight -- amount of information a little larger in each segment.

Thought very well organized -- in other telecourse, films didn't go with book.**

One of the best that's been on yet.**

First telecourse -- enjoyed it. Nice way for someone to go back to school.**

First I've had without repeat broadcast.**

Other course instructor a lot more involved, but this is just as good material.

### CONSTITUTION

First.****

### THE WRITE COURSE

Instructor hard to reach by phone.** Needed to have phone in front of her to be helpful.

Much worse (Psychology was other) -- amount of work, type of instruction.

Didn't like doing papers over and over again (instructor's comments were personal).

Not enough group interaction -- could have learned from the students.

Covering a lot more quickly and not in-depth.**

Didn't have time to ask enough questions.

No other.

I liked it better. It was more fun.

It was better than some. I really enjoyed it.

### NEW LITERACY

I took Constitution. This one is impossible. Haven't heard a thing from instructor. No class meetings.

Took long time to get materials.

I enjoy other TV programs, Constitution is marvelous.**

Other courses much easier to grasp material and learn at given pace of course.

Easier -- when we had to test for answers had to refer to video, stop and think about it.

Would like this to be more of a challenge. Unless work hard for something, I don't feel like I've got it.

I would recommend this course to someone who just wanted 3 credits.

English 15 telecourse better organized, less effort. New Lit. more difficult.

### CONGRESS

Easiest I've taken in terms of having the study guide and the way it's laid out. Other two courses didn't have study guides, I was involved in taking a lot more notes.

I had "Arts and Humanities" and Jewish History. I think this is one of the easier ones. The study guide makes the difference.

None.*****

## INTERVIEW QUESTION #11. WHAT SUGGESTIONS DO YOU HAVE FOR YOUR INSTITUTION TO MAKE IT EASY FOR YOU TO TAKE OTHER TELECOURSES?

Midpoint/Final Interview

TWO YEAR

BRAIN

Offer a larger variety.*****
Do it on the other campuses.***
Update the material as new stuff comes along.**
I get the impression that some telecourses are archaic.
I would never take "Fundamentals of Computers" -- totally obsolete, 6 yrs. old.
That was real good.**
Get newer courses -- too many old ones.**
TV portion of anthropology course needed constant corrections by instructor. Not the only class I've found that in.
More of them.
More diversity.****
Have them at other campuses.
Offer with courses that prepare you for college level math.
Most of them are basic social science, pretty easy.
They need to update the information.
Make sure that the stuff is in the bookstore.**
It would be nice if the books were in all campus' bookstores.
Offer more.
Public TV -- this semester is not offering.
Later evening hours would be better.
Have more telecourses available -- more math and science.
Offer more courses.*** Sometimes I've applied and found out it's been cancelled.
One's that are offered aren't publicized enough.
Unique way of getting course so publicize it.
Make them more interesting; put it on more frequently. No matter which channel, it was the same time -- mid-morning would be better.
Pretty satisfied -- make it available.

CONSTITUTION

Have videotapes available.
More class sections.
More teacher availability.
During the telecourse -- representative from institution should come and ask us what problems are we encountering at that time.
Programs should be viewed in class then we could discuss.
Make it a subject student is interested in.
Reimburse tuition.
Other than Mon. 7 PM or later.
Create more of them.
More subjects, great way to take class.
Have tapes.**
Offer more than one section -- offer more viewings.**
Notify by mail as to the latest offerings of telecourse.
Develop them in more areas.
Make it later in evening (7-7:30 pm).**

THE WRITE COURSE

Offer more.
More in basics, required courses.
Better times.
More than two viewing times, maybe three.
More variety offered, i.e. Science.
Establish better communications with instructors.
More options on meeting times.
Offer more required for graduate (general courses).**
None.
Needed more. More offerings. They only have 9 or 10 of them.
Summer schedule too limited. All they offer is government.
Insure resources are there that are supposed to be there.(e.g. facilities of public library).
Testing center -- didn't know much about telecourse, but they didn't know about other courses either.
Teacher more available.
Less assignments.
More feedback.
Expand number and variety offered.
Deliver books to house.
More upper division classes.

More business classes.

More time to watch programs -- afternoons, more days a week.

Not on cable.

More VHF channels.

NEW LITERACY

Offer more subjects.

Have them shown at different times, or a choice of times (if you don't have cable, it's hard).

Should have quizzes in addition to midterm and final (no, that would take away from lecture time).

Meet more often.

Have center open on Saturdays and holidays.** Working people could use them.

Get open college organized.

Get rid of instructor.

Reduce amount of material offered in an introductory course.

Send test objectives with assignments so I don't have to study 300 pages when all I need is a few.

In study booklet include complete RSVP booklet. Get all materials at one time instead of piecemeal.

CONGRESS

Change testing.

Offer group meetings at least once a month.

Better study guide that covers books.**

Better syllabus.

Teachers who are available evenings.***

More detailed study guide.

A better way of knowing what professor wanted.

I have never passed with a "62".

INTERVIEW QUESTION #11. WHAT SUGGESTIONS DO YOU HAVE FOR YOUR INSTITUTION TO MAKE IT EASY FOR YOU TO TAKE OTHER TELECOURSES?

Midpoint/Final Interview

FOUR YEAR

BRAIN

Offer more telecourses. Now only offer 2 or 3.
Want more telecourse with greater variety with more information on what's covered in class available beforehand.
Needs greater variety of telecourses.**
All of the students in the college should be able to take the telecourses. The college only allows some students to take them. Feels faculty should be less anti-telecourses.
Better information, get it out better, to more people.**
Better classroom arrangements.**
Send more information.
More advertising.
Big problem with system in Iowa with financial aid. Limited to taking telecourses from one university -- need to license learning centers so can take courses from several locations and get financial aid.
Narrowing down the course -- what it covers.
Need degree programs other than Bachelor of Liberal Studies (for just taking telecourses).
Pretty easy to take the course -- maybe some way to hear more from the instructor.
More than one viewing time.**
Put on mailings what type of test it will be.**
Opportunity to drop course after some kind of feedback on grade.
More emphasis on learning method instead of atmosphere of competing for a mark.
Spread out telecourse over longer period of time.
Coordination of Iowa schools on what telecourses are being offered when.

CONSTITUTION

Rent out VCRs.**
Availability.
Review them constantly.
Learn trial tactics.
Cost should be less.
Teachers getting paid same as on-campus course is crazy.**
Probably getting a room specifically for it. Tough, only 1 TV. Everyone had to look at it. Should be at least a couple of TVs hooked up to VCR.
Having the tape available in the library, because people asked about it. For some reason, they didn't or couldn't do it.

THE WRITE COURSE

Understanding students' needs or backgrounds.
More separation between day and evening school. More meetings.
Would be good to offer classes at both downtown and suburban classes.
Schedule more in-class sessions.
More sessions for just students (without instructor).
Won't take another telecourse with as many class meetings (N=5) -- might as well take an on-campus course.
None.***
The scheduling at KET.
Let us know when it's on cable and about the tape library.

## NEW LITERACY

To get more out of it -- more support.
Problems getting books.
Before, when I took telecourses, I would receive list of questions that were near enough to what the test would be about. Not provided for this telecourse.
Send enough information to registration or Continuing Ed. so everyone knows what's going on.***
Should have one person who knows what's going on in office.
This material is inherently difficult. Have on-campus study centers when materials could be reviewed and meet other students.
Alleviate scheduling conflict.
Viewing times bad -- small children, work.
Add alternative viewing times.
More contact with instructor.***
Make it easier to get a hold of instructors.**
Would like to get a Masters through telecourses.
Irritated heck out of me that this school had classes that conflicted -- happened at last minute.***
Viewing times Saturday morning and during day -- maybe need 3rd viewing time (i.e. opposite football on Monday evening).
Have review sessions before midterm or final.
Never got a syllabus.****
Keep it same way.
Offer more -- hard to take courses if there aren't any.
Two different times to view program.
Don't have selection right now -- if they did, I'd take these to supplement on-campus.
Some Lit. courses.
Make it known, i.e. advertise it locally, contact people.**
TV course length should correspond to total course length.
Need better ongoing support to students.
Place on-campus for viewing/missed on last assignments.**

## CONGRESS

Offer more.
Offer a wider variety.
Advertise course more.
Poll students on what topics they would like to have.
My institution should accept credit for them. It doesn't.
I don't think there's a lot more they could do to make them easier. All you have to do is just register for the course. You can even register after they've started.
I would like more class periods.
We've got two PBS Channels (6 & 12) in this area. I think if they joined forces they could offer a wider variety of telecourses. Our course does air on Channel 12 as well.
Should offer more telecourses -- useful educational tool. Effective.
They've done all they could do -- advertised enough so you could plan schedule.
We live in Dover; they offer same course closer to Dover at Pease Air Force Base -- for some reason we couldn't take it there, became such a hassle that it became easier to drive all the way over here.
If you were visiting someone in Northern NH, you should be able to go to on-campus class up there -- that's the purpose of School for Life Long Learning.
Alternative viewing at bad time (not day).
Same; different time for alternative viewing.
Institution gave good explanation.
Offer wide variety of subjects.
Offer "infield" courses, not electives.**
Content lacking.**
Offer telecourses. (CU Denver)
They (Metro) offer quite a few -- every time a schedule comes out, they make it pretty easy from what I see.
The syllabus was sketchy. Also, course needs more optional material.

## INTERVIEW QUESTION #12. WHAT IS YOUR OCCUPATION?
Midpoint/Final Interview

TWO YEAR

BRAIN

__Student.****__
__Buyer.__
__Secretary.**__
__House cleaning business.__
__Financial manager for physician.__
__Housewife and student.__
__Student and computer pirate.__
__Retired.__
Full time student.***
Buyer.
Secretary.
House cleaning business. Business and full time student.
Office manager.
Retired.
Full time personnel.
Freelance writer and full time student.
Unemployed.
Staffing assistant - personnel.
Postal worker.
Minister/security.
Registered nurse.
Teacher.
Homemaker.
Clerical worker.
Medical secretary.

CONSTITUTION

__Professional student.***__
__Nursing Assistant.**__
__Coordinator.__
__Printer.__
__Bilingual Administrative Secretary.__
__Worker for newspaper.__
__Computer operator.__
__Assistant director career opportunity center.__
__Attorney.__
__Law enforcement.__
__Office manager.__
__Illustrator.__
Student.**
Nursing assistant.
Computer operator.
Bilingual Administrative secretary.
Administrative assistant.**
Staff supervisor for NY Telephone.
Attorney.
Law enforcement.

THE WRITE COURSE

X-ray technician.
Office worker.
Retired.
Own my own company.
Consulting.
Homemaker.
Operations manager.
Real Estate.
Bartender.
Coordinator Physical therapy.
Computer Equip. Specialist.
Teach communications.
Preschool teacher.
Flight attendant.
Part time secretary.**
Sales rep.
X-ray Technician.
Retired.
Not sure - now secretarial.
Self-employed Banking Consultant.
Housewife.*
Real estate broker.
Operations manager.
Bartender.
Computer equipment specialist.
Part-time secretary.
Flight Attendant (on leave of absence).
Sales.
Real estate major/maintenance.
Tech support, telecommunications.
Mechanical design/Aerospace.
Student.
Data processing supervisor.
Junior High Teacher.
Homemaker.**
Supervisor, Distribution Center.
Secretary.

NEW LITERACY

Senior clerk-typist.
Precious metals grader.
Accounting analyst.
Staff clerk.
Student.
Silk screener.
Engineer Aide.
Restaurant Manager.
Journalism clerk.
Bookkeeper.
Executive secretary.
Math Teacher.
Teacher on leave.
Junior Education major.
Homemaker.
Teacher.
Student and teacher.

CONGRESS

Retired.
Sales "rep".
Secretary.
Legal assistant.
RN - but I do not work that way anymore.

## INTERVIEW QUESTION #12. WHAT IS YOUR OCCUPATION?
Midpoint/Final Interview

### FOUR YEAR

### BRAIN

Student.
Computer Programmer.
Student and Hospital Worker.
Secretary.
Retired military personnel. Still employed by the army.
Psychology teacher (community college).
Part time instructional aide, elementary level.
Building and real estate full time , finishing degree.
Special Ed teacher.
Accountant.Auto mechanic.
Teacher. **
Registered nurse, homemaker.
Stenographer.
Home economist.
Homemaker, student.
Make stained glass.
Farmer.

### CONSTITUTION

Sell Real Estate.
Student.
Loan Officer.
Correction Counsel.
Supervisor.
Fire Captain.
Paralegal.
Student.
Sales.**

### THE WRITE COURSE

Run day care center at home.
Banker.
Supervisor at Kentucky Fried Chicken headquarters.
Bookeeper for a Doctor.
Not outside home.
Sales and Marketing-Dell Publishing.
Executive Secretary.
Radar Technician Supervisor--also- guard at RUPP arena.
Kelly services.
Clerk for Sears catalog store.
Electrician.
Personnel Manager in Frankfort (State Government).

### NEW LITERACY

**Asst. superintendent.**
**Office work.**
**Retired-asst. credit manager, volunteer.**
**Head of math dept. Teach Computer Science in Jr. High.**
**House-wife, part-time secretary.**
**House-wife, part-time artist.**
**Admin. Asst. to entrepreneur.**
**Real estate.**
**Newspaper reporter.**
**Student.**
**Admin. security firm.**
**Science teacher.**
**Housewife.**
**Staff nurse.**
Public safety telecommunications dispatcher.
Full time student, part-time homemaker.

Spanish teacher.
Insurance agent.
P.E. teacher.
Coach.
Kindergarten teacher.
Social Studies teacher.
World Geography teacher.
Homemaker, former teacher.
Student.*****
Retail Clerk.
Legal Secretary.
Manager.
Government employee.**
Student, housewife.**
Student/mother.
Marketing Manager/student/mother.
Teacher.****
Homemaker.
Insurance.

## INTERVIEW QUESTION #1. WHAT DID YOU LIKE BEST ABOUT THE TELECOURSE? WHY?

Midpoint/Final Interviews

### TWO YEAR

#### BRAIN

I didn't have to go to campus.***

The TV programs and how they incorporated the text, instead of listening to a boring teacher that we were given options - quizzes or outlines.

The subject matter.

The location shooting -- nice to see their environment.

Enjoyed the material.

Convenience. You could set your own pace.

Some of the dramatics in the programs.

Entertaining, but not too helpful.

Enjoyable. Informative.*** Level appropriate for general viewing, i.e. vocabulary and presentation.

Liked the text -- difficult, but informative.

Study guide had wrong information to pass the tests.

Could relax -- very unstructured.

Class sessions the best -- got a chance to clarify or expand on materials.

TV program didn't really correspond, but found it fascinating.

#### CONSTITUTION

Book (study guide) very interesting.**

Opportunity to associate faces with the names I was reading about.

Moderators: Miller**, Lessenschlit, Duken.***

Speak about things going on now.

Telecourse closed-captioned for the deaf.

Text was well written, adequate information.

Could do at home, more relaxing.

Liked high powered experts debating.

#### THE WRITE COURSE

TV programs entertaining.

Study guide nice. Textbook dry.

Didn't like the study guide.

Liked textbook. Shows were humorous.

TV was great way to present material, especially compared to talking head.

Gave more context, much easier to remember grammar concepts.

Remembered particular scene.

What I learned from it -- information content.

It held my interest. I didn't get bored with it.

Fun. Funny so didn't mind work.**

Choice in assignments, i.e. local issue. We could choose our own writings in some cases.

TV programs interesting.**

Convenience.

Television programs.****** Excellent, interesting, weren't difficult, easy to watch.

Especially interviews -- brought everything together.

Interviews, rest boring.

Characters you could relate to, compare.

Kept interest, action.

Could work at own pace.

#### NEW LITERACY

TV. I'm a visual person, found it easier to have explanations with diagrams.

Way different experts described the conceptual points, each had a different way of looking at it.

Text -- I got most of my info from it, learned the most. TV was more for fun.

Host -- had great sense of humor, which made it easier to watch.

TV programs -- can watch at home, don't have to go all the way to campus.

Can drink a beer at home.

I told my friends, who just watched the TV parts.

Study guide.** Clearly states the objective -- things to pay attention to in program.

TV program very beneficial.**

TV programs very eye-opening.

Programs entertaining when I watched them, but I didn't watch them all because I was told just to do the book.

CONGRESS

Programs.**
Interesting subject.**
My 14 year old son could watch with me.
Well-presented.
Up-to-date, not old history.
The wife of one of the guests Edwin Newman introduced was known to me -- small world.
The TV programs could have consisted more of what went on in Congress not on controversy, but that is Congress (controversy).

## INTERVIEW QUESTION #1. WHAT DID YOU LIKE BEST ABOUT THE TELECOURSE? WHY?

Midpoint/Final Interview

FOUR YEAR

### BRAIN

The material -- felt it was enlightening to a human being.
Enjoyed TV shows for self interest, but wouldn't have watched them if was not receiving some credit.
Text was very informative giving good details on what he wanted to know.
Thought TV show was interesting.
Liked objective of course and the film presentation. Text and guide were good but not relevant to programs. Film was outstanding.
Convenience.
2 or 3 especially liked, same number not cared so much for.
Like PBS shows in general.** Like discussion to go with them, with knowledgeable person.
Visual elements really good, being TV.
Crucial to have classes (to accompany programs).**
Quelled a lot of myths, beliefs I have had. **
Good content.
The programs because they acted out stories.**
Convenience.**
Tapes were great -- very motivational.
Liked having books to refer back to.
Visits to labs all over the world, because this is what we can't do.
Subject matter when it dealt with pain.
The latest information I have access to.
Very interesting material.
Just right number of modules.

### CONSTITUTION

Really got into it; different viewpoints; different ideas; all these people together.*** Exposure to different opinions.** See everyone's side.
Bring together such learned minds with years of experience.
Comments people made were very awakening.
Explained facts -- way get law, how they work.
The different people they had on commenting. A lot of influential people in the political world: lawyers, judges, president. Good people presenting the course.
Liked the different situations they played out with different people. Kind of like role-playing.
Agree with them.

### THE WRITE COURSE

Convenience. Textbook.**
My writing skills improved, but wish had taken as a regular class.
Convenient -- could see 3 times a week on cable and record.
Meeting on Saturday better than meeting during week.
Liked way programs were like a soap opera. Some corny, some good. Better than having vocabulary flashed up.
The programs. The way they acted it out. The actors were good.
The television programs. I learned more from them than reading. It was more like an experience seeing it work.
The challenge of making me more aware of my surroundings. Self-enrichment.
The journal.
The way they took real life examples and how they related to everyday life.
Not having to commute.

NEW LITERACY

Taking course at home.
Programs -- would have watched them anyhow.
Book was good to have, not to read.
Not driving.
The Commodore (Hooper) is straightforward and conveyed it best.
Text and study guide most relevant compared to TV.
Whole cause -- overview was ideal to start with to learn.
Wasn't crazy about anything.
For a text, this is one of the best written. Came across clear. Some animation of concepts.
Programs and text, both good but lots of information presented.**
Some text materials better for higher level.
TV shows are slick -- move rapidly.****
TV show should be seen twice.**

CONGRESS

Not having to drive to campus.**
Enjoyed the information that was learned.
Believe that you should know this information.
Liked the study guide.
Programs, well done.
Programs were interesting, interviews well done.
I preferred the professor. He's a superior teacher.***
The telecourse allowed the subject matter to come alive. You can read about Congress in the textbook and not absorb it nearly as well as you can by seeing Congress in action.
You got the benefit of experts, too, that you wouldn't have in your classroom.

## INTERVIEW QUESTION #2. WHAT DID YOU LIKE LEAST ABOUT THE TELECOURSE? WHY?

Midpoint/Final Interview

### TWO YEAR

#### BRAIN

Too short -- should have used the whole term.
I would have liked more programs.
Too much information in too short a time.
Lack of availability of ongoing grade reports.
The 1st half of the textbook.
The price of the books.
Inaccuracies in the book -- diagrams and the text didn't always agree.**
Test questions.
Final exam -- had to memorize too much.
Man's voice too soothing -- tended to get hypnotized.
Some programs dealt with topics too briefly.
Learning & Memory -- too much repetition.
Weren't enough class meetings.
Too compact for 8 weeks.

#### CONSTITUTION

Textbook.*** Hard to get to point.
Time videos offered -- too late.
Moderator for program #12 - affirmative action - slowed down the show.
Moderator was boring. What was his purpose?

#### THE WRITE COURSE

I could never figure what was wanted in the things we were to write. Wanted too much personal information. Want to do technical writing (neutral and objective rather than about me).
Didn't like Sat. morning time -- should be early.
Study guide -- would rather have condensed.
10 weeks instead of 15 weeks to see and finish.
Discipline required to do the work.
Assignments due every week. Fast paced.**
No feedback.
Textbook and study guide a waste. Grade based solely on writing which had nothing to do with TV and study guide, should have been integrated.
No, I needed text as a reference, because it's been so long since I had English.
English professors all have different types of writing they want, got to find out what they want.
TV programs.** Boring interaction between characters -- low grade sitcom.
# of assignments.** Every week, paper.
Textbook.*** One at higher level than TV program (The Holt Guide).
Shaping college writing.*** Boring.

#### NEW LITERACY

Without cable, I had to wake up too early to watch.
If you had a specific question, you'd lose it unless you wrote it down and remembered where you'd put it.
Hit the subject lightly, sort of like a hit-and-run.
Too much was trite, compressed -- if they'd cut in half, more could be done.
Classes need to be in synch with the text. The way it was, the TV programs started before the course and ended before the course.
I don't find any use for the TV program itself. I taped them but never did watch them.
Audio broadcast (quality of broadcasts, rather than content).
The book became tedious. Much of the topics covered greater depth than required.**
Acronyms became mind-boggling -- too many acronyms.
IBM bias.
Textbook too intense -- too much detail.
Lab experiences (uncoordinated; not generic enough; not so technical).
Course too intricate. Focus too specific for introductory course, not enough of survey feel.

#### CONGRESS

Study guide and textbook.
More detailed study guide for TV shows.
No class participation at all.
"Correct" answers on test were in conflict with text.
Teacher's answers conflicted with study guide.
Study guide wrong in relation to program. I pointed this out to teacher but she could not help.
Answers in study guide questions in conflict with the program.

INTERVIEW QUESTION #2. WHAT DID YOU LIKE LEAST ABOUT THE TELECOURSE? WHY?

Midpoint/Final Interview

FOUR YEAR

BRAIN

Confusion over the great depth the TV program went into but the questions did not touch upon the same material.
Work requirements. Spent too much time on the course.
Absence of correlating between the program-text-guides. Three different groups approached the same subjects differently.**
Upset that first broadcast came after the first assignment. Had to use the library not the program.
Sometimes left hanging.**
Sometimes people droned on too long, waste of valuable time -- got point sooner.**
Some sensationalism, misleading -- thought something commonplace until instructor said it was rare.**
Instructor really valuable -- knew a lot about subject.
Thought I'd really get something, then they said they really don't know why...big build up, then let down -- still have more questions.**
Lack of directions -- no contact.**
Lack of instructor involvement.**
Units too big to swallow.**
Illustrations in book too confusing.
Overwhelmed at the beginning.
Too many technical terms at beginning.

CONSTITUTION

Bluebook (textbook), wasn't necessary.***
Advance book.**
Couldn't raise hand -- went off subject.
Hours it was aired.
Miller sat on someone's desk -- rude, not proper.
Host, kind of made it sound so phony. Maybe that's how they wanted it. Kept pushing, pushing. Took away from what I was trying to grab from situation.
Instructors. Didn't like how they taught course (both looney).
They knew only slightly more than what we knew about it.
No complaints.

## THE WRITE COURSE

Work load.

Norman.**

Characters were unusual.

Characters were too perfect.

Situations were unrealistic.

Programs went by quickly.**

Programs were boring.

Ineptitude of instructor.

No negative comments about program, but problems with instructor.

More work than needed. Write course was not properly targeted. Lack of materials at Bridgewater (books).

The time it was on.

The price of the textbook.

A couple of the essays. I didn't care for the topics. I would have liked a choice.

Sometimes the actors got a little carried away with comedy.

Nothing.**

## NEW LITERACY

Way instructor handled dispersion of materials.**

Instructor -- felt that there weren't any meetings at all -- too wide open.

Hands-on experience -- would have liked to have keyed in something.

Would have liked more structure especially in first four weeks.

More contact through mail -- shorter assignments or quizzes.**

Experts and host.***

Got so I had a 10 minute break when he was on. Didn't add a thing -- like on Sesame Street.

Writing style of book -- sounded like it was made in committees -- some chapters better than others. Not unclear but jargon-like "architecting myths" is like fingernails on a blackboard to me.

3 hours on Saturday morning -- would have preferred evenings.*** (watch program Sat. morning;3 hour drive + class -- long time.)

Lack of on-going support.

Wasted time reading material without adequate preparation -- too closely packed together.

Need more time to read and catch-up -- went too fast.

Format and TV showings are not coordinated.

## CONGRESS

Textbook & study guide didn't use guide with programs.

Text too easy.

Study guides, missed important point, didn't address program's points -- couldn't use it to study.

Text o.k. Text repetitive.

Instructor.****

Some of the textbook.

Felt like one needed interaction.

The book.**** I found too many instances where the text material just didn't support the information that was presented in the TV program.

The textbook wasn't written for the program specifically -- which was a little difficult. On the positive side, got a wider/different perspective sometimes.

INTERVIEW QUESTION #3. PLEASE LOOK THROUGH YOUR TEXTBOOK AND COMMENT ON DIFFICULTY LEVEL, AMOUNT OF INFORMATION, ORGANIZATION, WRITING STYLE, ILLUSTRATIONS, AND DIAGRAMS.

Midterm/Final Interview

TWO YEAR

BRAIN

Some diagrams are inaccurate. Writing is unclear/go around in circles.
Use some analogies I don't like.
Drawings are well done, but the inaccuracy is frustrating.
I really like the quantity of diagrams, but wish they started more rudimentary instead of cramming everything into first two chapters.
I enjoyed Restak real well.*** Good diagram, reading easy, enjoyed it.
I read entire book the first day.
I liked Restak, the illustrations are very nice. It was easy to understand. I don't always comprehend the first time, but it is well written.
Bloom is muddled. I have to go over it.
The information is there, he doesn't quite know how to present it.**
The text and some illustrations contradict.
Bloom book and study guide contradict.**
I like the study guide better.
Too much information to absorb. Maybe stretch out to two courses.**
There's a lot of information in each chapter.
Some material (biochem) really doesn't belong at junior college level.
I want more information than is there -- very frustrated.**
70% of book is anecdotal filler.
I want more information.**
Things would be mentioned and then not elaborated for many pages.
Summaries are too long.
I miss having a running glossary. There is a glossary in study guide, but I want it in text.***
I miss having a chapter summary -- they have a summary, but it's not a regular summary.**
Too expensive.***
Harder to sell back books on telecourses.**
Wish they would conglomerate texts, instead of text and study guide.

BRAIN

Second half was much easier -- more redundancy .
Liked the amount of diagrams.** Real colorful and eye-catching.
One diagram was upside down, one was mislabeled.
Didn't cover the material as in-depth as I wanted.
Good layout and organization.
(Restak) tried to put too much into too little space -- frustrating, so many things.
I felt they got a little tired. There were more errors in the second half. It didn't coincide as much.
I wanted more examples of application. There was little information, you were left hanging.
I enjoyed it, looked forward to reading it. Had a lot of good examples, pictures and diagrams that I could understand. You didn't have to have a degree in psychology to understand what was going on.
Restak was unusually well written, well organized.
I agree but it tried to cover an awful lot. In some chapters there could have been a few more illustrations. I liked the diagrams, but could have used more.
The part on madness brought up an issue and just left you hanging.**
There's just so much.
Did not have a good glossary.**
Okay but hard to understand at times.
Content very comprehensive -- actually more than anyone even instructor expected in terms of biology background more than we needed.
Excellent text.
Written well -- explain pretty good. Should be at intermediate level. Diagrams nice. Nice dark print and do repeat like textbook for beginning text should be gone over.
Had problems -- and I've had psychology before -- change the book or change the level of the course. Language didn't read well. Graphics were good.
Done well -- organized well. Easy reading.
Hard to understand. Very technical.
Quite difficult -- first part. Second part average.
Tremendous amount of information.
Writing clear and interesting.
Illustration, diagrams -- excellent.
Put hard material at first -- very technical up to Chapter 6. Easy stuff at end -- didn't see that much correlation between first and second parts.
Too much on the eye.
Diagrams confusing -- for technical subject was clear and informative as possible.
Good pictures but sometimes confusing.
Gave good analogies that made reading simpler.

CONSTITUTION

Very interesting, but how much it pertains to the program itself is questionable. Interesting in and of itself.
Use study guide more than the blue book. Study guide follows the programs and the exams -- it helps out much more.
Text very good. Puts the Constitution into plain language. Very informative.
Excellent/each worth every cent. I intend to keep them.
Didn't relate much to the programs/gave a lot of cases that didn't have anything to do with the cases.
Excellent -- keep them for future reference.
Not difficult, introductory style, general material, review material, cite cases, well organized.***
Summary, no illustrations, give list of participants -- helpful/glossary also helpful.
Didn't look at it much.**
Used study guide.
Book not relevant. Don't need text.
Not difficult.
Text more like history -- bored you -- need to read too much to get at what you need.
Study guide more direct -- dealt with programs.
Study guide more outlined.
Text more like the History of the Constitution.
Study guide was the best.
Moderately difficult -- great deal of precise, factual and current information.
Organized well and good writing style.
No illustrations.
Basic level.**
Great deal of information, well-organized.**
Clear writing style -- concise.**

### THE WRITE COURSE

A lot of information. So many rules.
Wish I had more time to read. About the time I think I understand there are more rules.
Grammar section is good reference -- very helpful.**
I like it, it's readable.
Helps you understand what you viewed on the program.
Entry level, it's clear -- gives examples of types of writing.
Very good//well written.
Excellent book to retain for reference. I'm not going to sell mine back.
Index effective, explains clearly.
Use Chapters 10, 11, 12 a lot.
Picture problem -- one assignment had us write about this picture, but quality of picture wasn't good enough to discern what was going on.
No illustrations. If illustrations are samples of writing are very good.
Can't skim, what you would expect, step beyond high school course.
Clear, fairly easy to follow.
All info is there required of freshman students.
Info easy to find after a little practice.
Intend to keep it, study guide being returned.
Clearly laid out text.
Good examples.
Able to understand book and take information and transfer it to paper.
Going to keep for future reference.
Slow reading. Sections on punctuation and usage clear except for one part: Use of Semicolons. (section 10E: they've mixed up examples in sections on semicolons and commas)
Better as resource than reading assignment.
Waterproof.
Very helpful since I haven't had English for many years -- rules and workings have changed. I was foggy for a couple of weeks at first.
At the end...gave mountains to read...I skipped...too much to digest.
I didn't read text as such...skipped parts...just used as a reference.
Book was excellent. Best book ever had. Reviewed things, organization, clear, simple, yet difficult. Better than other English books.
Excellent resource/reference book. Keeping the book.
Good supplements, but only needed syllabus.*** Everything in syllabus (Eng. Compo., Telecourse)
Needed for mid-term, final.
Confusing sometimes finding references.
Teaching how to write essay. No English course for 20 years.

### NEW LITERACY

Colorful, good graphics, done well, helpful pictures and flow charts.
White on black chapter openers ripped my eyeballs, hard to read.
End of chapter summaries were helpful.
Like white on black cause it acted as chapter markers.
Written well for an intro course.
Glossary nice e-- excellent.
Too much for one semester.***
Reading wasn't very difficult level, but far too much depth, too comprehensive. Too many references to acronyms.
Shortcoming not having a book just for open college.
Book better suited for on-campus (so instructor can guide).
Excellent text, but not for open college.** (intro course)
Sledge hammer to drive a nail.

### CONGRESS

Textbook was definitely for advanced student; textbook was more detailed than the tests.
Details not found on tests.
Could have been written in more cohesive way.
Not outlined well.
One text would have been better.
Textbooks today jump here and here andthere and are unclear.
Syllabus was not well coordinated with programs.
Too much jumping back and forth.
Syllabus and programs did not have same chapter organization.

**INTERVIEW QUESTION #3. PLEASE LOOK THROUGH YOUR TEXTBOOK AND COMMENT ON DIFFICULTY LEVEL, AMOUNT OF INFORMATION, ORGANIZATION, WRITING STYLE, ILLUSTRATIONS, AND DIAGRAMS.**

**Midterm**/Final Interview

**FOUR YEAR**

BRAIN

Very helpful index.
Didn't cover all the material, but was well organized with good illustrations. Found no fault with the book itself.
Words too technical.
Text good, diagrams good, but it covered too much information for this type of class in the amount of time it had to be covered.
Text itself is all right. Not oriented to the lay man nor towards the film. Seemed an aftermath of the course. Chapter in the book does not correspond with the programs watched.

CONSTITUTION

Unnecessary - didn't use it all.***
Didn't tie in with TV and study guide. Synopsis sufficient.**
All we needed was study guide.***
Could have gone to library for same information.
Should be optional.***
Maybe college needed more money.
Instructor didn't use it.**
This happens in all college courses -- not unusual.
Naturally tougher than average text because of information covered.
Law jargon is tougher. Fine, cause that's what I'm in.
No complaints.
A lot of info.
Friendly text in particular is a good flowing book to read. Like reading a novel. Each chapter went along really smoothly.
Organization made it smooth reading.
Photos at beginning of 1 book. Wasn't much. Nothing out of the ordinary. Nothing special.**

THE WRITE COURSE

Excellent.***** Best thing in course.
Will keep as a reference manual.
Cleared up questions from program or study guide.
Written clearly.
Assignments were short.
Handbook in back will be beneficial for a long time.
Useful format.
Diagrams helpful.
Text mentioned as guide in series.
Good source -- liked level of writing (on target for intermediate level).
Text good -- will keep as reference. Instructor didn't use guts of text.
It's not difficult. There was enough information. Good style.
In the last part on style, it was in the middle of the book and was in the last part of the course.
It seemed okay. Reading chapters 10-13 in one week was difficult.
I didn't really use it.
None.

NEW LITERACY

Pretty organized, good diagrams.
Pretty readable.
Best, most helpful part of course/review at end.
Illustrations and diagrams great.
Information not for average person.
Course aims at entry level, but to understand book you need hands-on experience.
Will this material be obsolete? Binary system is never going to change.
Awful lot of information -- I took courses as overview. All information in nutshell is here.
I wouldn't expect anyone to learn this -- it's like encyclopedia.****
Good reference.****
Tests supplied by SRA publishers -- he just xeroxed. Easy to correct -- going through motions.
Helpful.
Too detailed for entry level course.**
For someone who's had no contact, can be overwhelming.
Pick up instinct re: what's important -- Keeps repeating. After a while you realize.**
A little dry -- dry subject.**
Uses words that annoy -- "stand alive" system
Photographs helpful to defray materials.
Plant charts.
Level not introductory.
Program character helps to break down material.
Programs well-done.
Definitely holds students' interest.
More technical than easy going course. Video had nothing to do with text.
Would have understood text with instructor there.
Little encyclopedia.** Didn't retain anything.
Difficulty understanding binary bytes -- needed more
Can't evaluate text really because used it to look up answers to tests.***
Acronyms confusing.***
Intro sections and summaries of text and study guide helpful.
Text confusing. They told you enough to confuse you. Like on computer codes, they should either expand on it or give a brief review, but not leave you hanging in between.***
So much detail -- glad info there -- need to know what's expected.
Hard topic to write about.
Topical format good.****
Too many pictures -- irritating.***

CONGRESS

Real good. Easy to understand. Good amount of information so can't manage all, but gives good overview.
Good references and style.
Sometimes repetitive.
Written for kids -- keeps getting back to same basic theme: Conflict Congress Reps and Senators have in representing constituents v.s. own judgement -- getting sick of it.
Illustrations and photos good.
Difficult reading if you are not familiar with the course.
Few illustrations (black and white).
Charts not necessary and very confusing.
Very detailed.
Not very difficult.
Moderately difficult.
Amount of material is sometimes overwhelming.
Lots of information.
Some of these diagrams are kind of complicated.
In some chapters, the diagrams practically outline the whole chapter.
It is pretty up-to-date.
Relatively easy reading for an intermediate level text.***
There's nothing hard to understand -- just so much information.
Don't think I'd want to use this text for an intro American Government Class.***
It's easy to pick out the points you need to know (e.g. italics).
Book should have wider margins with general paragraph topic written in margins.
Book itself was well-written, structured.
Author doesn't try to talk over your head.
Chapter 2 difficult -- hardest chapter.
Textbook somewhat difficult.
People did not have much knowledge of the subject.
Run on sentences in textbook.
Too much material for course.
First half -- instructor did not use textbook.
Second half -- instructor did use textbook.
Intermediate, not beginning level.
Pictures nice.
Did not use all illustrations and diagrams.***
Glossary would have been helpful.*****
Organization good, well-structured, a top-down approach.
Well-organized, but repetitive.
Brought points home well.
I liked the writing style. Wasn't such a narrow perspective.**
I wish there had been a little humor in it.
Politics is pretty humorous. Surprising how a little humor makes you remember.

INTERVIEW QUESTION #4. PLEASE LOOK THROUGH YOUR STUDY GUIDE AND COMMENT ON DIFFICULTY LEVEL, AMOUNT OF INFORMATION, ORGANIZATION, AND WRITING STYLE, AND ELEMENTS WHICH ARE SPECIFIC TO THE STUDY GUIDE SUCH AS OBJECTIVES, SYNOPSIS, ACTIVITIES, GLOSSARY, OUTLINES, BIBLIOGRAPHY, SELF-TESTS)

Midterm/Final Interview

TWO YEAR

BRAIN

Self tests aren't fair, material is not clear in book. Basically just memorizing study guide.

I love the vocabulary.

Restak, he don't have a study guide, wish he did. Could review vocabulary.

Study guide more clear than text. Concise. Have synopsis and go through objectives.***

But for the take home quizzes instructor gives us, I got little from study guide -- I have to go through the book.

For Restak, the chapter outlines make a very good study guide.****

I wish there were diagrams in study guide instead of having to refer to text.

BRAIN

In beginning it was helpful, good on the quizzes.
For her quizzes, I never got anything out of the study guide, then on her midterm and final, they came out of the study guide, so you just memorized everything in the study guide.
Best thing was the glossary.***
I liked the synopsis.**
Text and course not compatible.
Very good, but very difficult.** Advanced for class without prerequisite -- variation -- some chapters much more difficult, especially physiology chapters.
Surprised it was hard since 2 co-authors described by instructor as professional writers.**
Book more difficult than program.** Illustrations, etc. excellent, beautiful.
With this book, need more class meetings, 1 every week with quizzes on each chapter.
Some diagrams a bit vague.
Instructor did not assign whole book.
Bizarre split between first couple of chapters and rest of book -- first very technical, from there on a "skate".**
Colorful.**
Labeling of diagrams could be better.
Should have had overlays or separations to show all levels in illustrations.**
Loved illustrations of "catscans".
Didn't come through until I read everything twice.
Mechanic by trade -- if I could have seen it piece by piece, could have grasped it more easily.
Need first meeting to point out what is pertinent physiology for course is a lot of material -- need to narrow down.
A model would have helped (to check out from learning center).
Helpful -- gave information not in other book for test.
Organization and format good -- liked introduction and what to look for.
Writing style clear -- meeting goals, objectives laid out well.
Well written.
Really like organization -- have objectives, preview informative -- quite a few quizzes -- pretty good.
They defined terms -- like best. 25-30 terms/chapter.
Didn't help me pass tests -- could have passed without guide.
Didn't use it -- don't generally use them in telecourses.
Didn't really help -- few questions -- helped organize a little bit.
Well organized -- done sequentially so I could understand.
Study guide questions excellent.
Glossary.
Other course I was taking did not have guide -- wish they were all laid out this well.
Difficulty level - average. Amount - lot. Organization - excellent. Style - excellent. Objectives - good. Synopsis - very helpful. Self-tests good but several errors in printing. Glossary - just terrific. Bibliography - limited but good. Didn't use outlines.
Glossary most helpful -- very good as a whole.
Awful -- didn't correspond to reading or TV -- more difficult to read.
Things most important in text were not in guide.
Not very helpful.

BRAIN

In beginning it was helpful, good on the quizzes.
For her quizzes, I never got anything out of the study guide, then on her midterm and final, they came out of the study guide, so you just memorized everything in the study guide.
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Book more difficult than program.** Illustrations, etc. excellent, beautiful.
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Glossary most helpful -- very good as a whole.
Awful -- didn't correspond to reading or TV -- more difficult to read.
Things most important in text were not in guide.
Not very helpful.

CONSTITUTION

Very good.**
Easy to read and you can understand.
Breaks everything down for you and then relate it directly to the TV program and they have the program summary. If you don't watch the program you have that.
More pictures.
Very good -- I enjoyed the Constitution in plain language.
Interesting, well-written, took intricate topic and broke it down in concise understandable language.
Beautiful, good, excellent.***
No self-tests.
Was not difficult -- relate to now, not 50 years ago -- made what you're looking more relevant.
Points to remember.
Glossary -- main words related to particular chapter.
References fantastic. All the references listed where you could get more information on what you saw or read.
Very readable--liked the writing.**

I think authors have made it unusable. Awkward to rip out pages with no perforations. Pages are interfaced with another assignment.

Study guide is worthless -- tells you what you've seen on program.

I like it, more concise than program.

Some assignments vague.

Process logs -- I can't figure them out. Don't know what purpose they serve.

You think you're good and she sends you nasty notes.

Told to tear out pages and send them in -- can't, because then we're told to refer to the page we tore out.

Since I don't do my assignments right after program, study guide refreshes my memory. Word for word with program.

Self-tests harder than anything. Hard to evaluate yourself. I don't always know what they're asking. Pretty redundant too.

I skip over the most pointless parts.

Self-tests helped me establish rapport with instructor. I can ask questions on them, she'll write back -- my chief means of correspondence with instructor.

Self-tests -- awful.

Study guide easy to follow, less formal.

Like printed word for someone had written in film.**

Helped to see mistakes.

Have segment, main point and then questions -- remember. I don't think enough to jog memory.**

Didn't like assignments.*** Never addressed by instructor or graded but have enough -- nice to have.

Great little questions.

Sometimes off-the-wall.

Boring.

Didn't want to do any assignments (did first and second). Had some illustrations that helped -- about the only thing I liked.

Outlines helpful to be forewarned. Didn't use any assignments.

Liked points to remember.

Assignments were dumb. I tried to do them, some kind of boring.

Lot of type errors (p.114), not proofed carefully.

Some of the programs seem to walk out into space (word processors), no connection with reality.

Tremendous -- pulled entire course together.**

Study guide helped reinforce TV content.

Made you think and work.

Tear out pages not perforated -- should be. When you tear out and turn in you're missing part of the next lesson.

Some assignments not clear.

Didn't care for it. Hard for me to put into words.

Repetition of TV program. That's not needed. Don't have to watch TV. Study guide extra baggage.

Didn't mind assignments, but never did get any assignments back. Only thing we got back were our graded essays, stuff from study guide never got back.

Worthless -- didn't use it. Used sheets at back.

Started to use but took too much time.

Only used to focus on main points of program/text. No time to use.

Weren't required to do assignments.

Good to prepare to view TV programs...guided you, in case of interruptions, as a map.

Not too necessary--used with TV program.

NEW LITERACY

Looking for data element dictionary, too glossy in spots.
Difficulty not too bad; hard to pull out necessary information. There is so much information.**
Good background for course teacher.
Very good. Excellent. Projects fun.
I didn't do any.
I used the study guide for the test, looked over to hit main topics.
Good for questions and answers.
Expensive.
Good to prepare for video.
Liked the testing part -- gave me a feeling for it. I was understanding it.
Could put both text and study guide in one book -- that would be less confusing.
Study guide -- perfect.
Self-tests good.
Preview/overview, vocabulary excellent.
Blue prints for course.
Text useless without study guide.

CONGRESS

The course jumped around from the study guide.
Very brief. Only a couple of pages.
The study guide was just a brief overview.
Reading assignments in study guide and syllabus in conflict.
Study guide and book did not go together.
We needed study guide with book and with TV program if there was no instructor.
Not much in study guide.
Study guide said "When you read this you will be able to know such and such" but no way could you do that.
I was not about to do additional reading. We had 6 chapters from another book.
Study guide did not cover text books which were more important than programs.

INTERVIEW QUESTION #4. PLEASE LOOK THROUGH YOUR STUDY GUIDE AND COMMENT ON DIFFICULTY LEVEL, AMOUNT OF INFORMATION, ORGANIZATION, AND WRITING STYLE, AND ELEMENTS WHICH ARE SPECIFIC TO THE STUDY GUIDE SUCH AS OBJECTIVES, SYNOPSIS, ACTIVITIES, GLOSSARY, OUTLINES, BIBLIOGRAPHY, SELF-TESTS)

Midterm/Final Interview

FOUR YEAR

BRAIN

Very helpful. Objectives helped when couldn't find an answer to a question in the text.

Didn't read much at all, only used to read the questions and answer them from the text.

Didn't use the guide to any great extent. Seemed informative with some strong points, but only used it as a basic tool.

Guide was good but text was what was important. Questions in guide pretty good as a review.

Deliberate repetitiveness wasn't that helpful. Questions were very good to help you work out answers in your own.

Study guide would have been helpful -- needed one.**

Discussion of whether study guide would really have been used, would have helped.

Would probably not have helped for kind of final professor gave (probably would have helped if final had been multiple choice).****

All right. Helped on exam. Gave another way of going over technical information.

Many pages badly printed. Double images hard to read.

Many errors.**

In general very helpful.**

Bibliography was only place to go for extra reading -- liked that.

CONSTITUTION

Excellent/terrific.

Lot of info could be difficult.

Set up -- excellent.

Good reference book. Should have done same with textbook.

Only had to go to study guide.

Liked everything about it.***

No study guide.*****

THE WRITE COURSE

Tore out pages to send in and lost the next lesson.

Should perforate pages - blank page between lessons.

2 column set-up on TV program hard to follow.

Assignments long for only 1 point.

Assignments unclear - what they wanted.**

Lesson 26 (shopping list) - what was it?

Lesson 19 - all did wrong.

Pintad - "awful"**

Need more instruction.

Lay-out was clear regarding what to look for in program.

Got nothing from it.

Thoroughly reinstates message of telecourse.

Designed to be used after program viewing.

Study guide total waste (read it before viewing).

Too elementary.

Very different from text.

Really good.

Written pretty good. Followed along with the program.

I could follow it. It was fairly clear.

It was laid out real good. The examples explained more.

None.

## NEW LITERACY

Study guide more understandable and earlier than text.
Self-tests helpful.
Could coordinate study guide for TV with one for independent learning.
Too intense questions.
Definitely intermediate.
Intro material helpful -- helped focus.***
Good study guide.
This holds course together.**
Self-test intimidated me initially.
No study guide.****
Study guide referred to text's glossary, but we didn't have text -- frustrating.
Goals good.
Good chapter overviews of each lesson.
Disgusted with focus questions** -- too picky, information not found anywhere.
Overview helpful, but general.
No study guide.*****
Helpful overview for review.
Held whole thing together.****
Activities geared to High School students -- touch everyday lives.
Glossary not cross-referenced to study guide.
Some study guide questions could be less esoteric to be helpful, didn't necessarily stress concepts.
Study guide clear and easy to follow -- useful for review.**
Objectives very good.

## CONGRESS

Better than text -- summaries, and goes with TV well.
Brings up things not in text.
Have gone into tests too much -- wasn't impressed with this because don't remember.
Like way they set up.
Good book — never been thrilled with study guide. Prefer text, because TV goes over what's in study guide.
Like major thoughts in bold print.**
Writing style good.
Not clearly organized.
Not easy to grasp major thoughts.
Self-tests sometimes not in material.
Answer key has typos.
Bibliographies O.K.
Study guide good for pulling tape together.**
Measures tape.
If it weren't for the study guide I would have flunked.
They needed to proofread it a little bit more. Several self-test questions were reversed. Sometimes answers in the study guide weren't the same as answers you'd get from reading the book.*****
Study guide doesn't add any new information. Serves to focus attention so that you pull out the important parts of the presentation. Study guide couldn't stand alone.****
Study guide clearly laid out.**
Invaluable.**
Reading level -- high school.
Objectives in study guide did not follow textbook or TV segments.
Need more personal info to answer some of the objectives.
Individual overview questions good to measure understanding.
Glossary would have been helpful.***
Questions in back of guide did not demonstrate knowledge of subject matter.
Easy to read, would have been effective if important points included. More emphasis on quotes (but not quotes in context).
Didn't study study guide enough.
Was not a substitute for note taking.
Questions at back of guide -- badly written, vague.
Questions at back of study guide too ambiguous, poorly written.
Typographical errors in the self-test questions that they need to clean up before the next edition.
Primarily it (study guide) told me what the professor was going to emphasize and I found that very helpful.*****

## INTERVIEW QUESTION #5. WHAT TV PROGRAM DID YOU LIKE BEST IN THE SERIES AND WHY?

### TWO YEAR

### BRAIN

The last one, I think.
The one on the limbic system -- animal brain.
Learning and memory -- interesting points on why we remember certain things, and how some people are really fantastic at remembering.
Stress and emotion -- watched it with my daughter, a high school student, and we discussed it.
Can't say I had one.
Perception -- interested in topic.
Enjoyed all -- comes to mind the most - Phineas Gage dramatization of split brain -- most dramatic.
Learning and Memory because liked part about classical conditioning -- helped me understand it better because of viewing.
Madness -- because I work in hospital.
Epilepsy - caught my interest.
Stress and Emotion -- very relevant. This is one of my thesis papers in another course.
Two Brains -- very interested in content, experts good.
Malfunctioning mind -- most interesting because it dealt with psychology of brain and the people you would actually treat.
First one -- introductory.

### CONSTITUTION

Right to Die and Hypothetical examples were very interesting -- major topics. Dealing with in my other classes.
Right to Die and Right of Criminal Suspects to a Fair Trial. Moderators and speakers kept it light, started off with humor - real life - hour went by real fast.
Right to Die -- issue most pressing. Constantly hear about supreme court and abortion issue. Real life stories - Karen Anne Quinlan - lets you know what was really going on with her.
Insanity Plea -- very interesting to understand people like Hinkley. How insanity plea is used and how it applies. Person responsible for what he did.
Liked them all.**
#6 Jail/Correction Systems -- liked panelists, put guilt on each other.(Ward, Kuch, etc.)
Right to Fair Trial: Benjamin Ward -- right after being adamant about rules he was in the paper for breaking the rules.
Creeping Crawling Crud** -- honest, relevant to field.
Affirmative Action -- role played a lot and participants were truthful in what they said.

### THE WRITE COURSE

Finding information in the library -- it was a mystery -- presented books, references, people.
Way people use writing in their work.**
The use of industry slang and jargon -- have a lot in my industry.**
Outlining helped me a lot. Don't know if particular program, but I use that regularly now.
They're well done. I liked them. No one in particular.
Program on library -- most informative.***** Helped with term paper.

### NEW LITERACY

Grace Hooper -- she was understanding; talked about computer's development, about government's role. Made nano-seconds come alive.
Couldn't tell you because they all merged together.**
Towards the end they were all repetitions.
Loved the old army lady -- she was inspiring, fantastic.****
Good cross-section of experts.
Can't pick one out.***

### CONGRESS

I could not say.
The one with Nixon.
The more current ones
"Tip" O'Neill's granddaughter.

## INTERVIEW QUESTION #5. WHAT TV PROGRAM DID YOU LIKE BEST IN THE SERIES AND WHY?

FOUR YEAR

BRAIN

"Left and Right Brain". I am a lefty -- could identify with it.
"Phineas Gage". It was entertaining and informative. I learned a lot from it.
Didn't see all the programs, of ones saw, none stuck out.
None in particular.** All were enlightening, informative or disturbing.
Biological Clock -- made a lot more sense, personal relevance.**
Two brains (right/left) -- set you to thinking, got involved during class discussion.**
"Phineas".**
Woman with the artificial light.
Schizophrenia -- because of what the father said at the end.
Future prospects.

CONSTITUTION

Vividly remember 1st one. Really liked first one. One lady, McClousey was hilarious -- made the whole program.
She McClousey was very opinionated.
Programs with Ford in them. Like his point of view.
Can't remember which ones, but there were a couple I particularly liked.

THE WRITE COURSE

Last program -- told you telecourse wasn't over, continue to learn writing skills.
Halfway house program -- took them out of usual setting.
Library one good -- comical process presented well.
Most effective one right before midterm -- showed how to organize an essay. Helped with midterm.
When textbook introduced.
The van.
Where Gwyn tried to make them more than friends.
I liked the humm in the programs.
I don't remember.
Lesson 18, sentence strategies. As a supervisor, I am doing evaluations.
Don't know.

NEW LITERACY

Can't pick one out.
One on languages -- interesting because you hear names of language.
Elderly woman*** -- sharp, bright, she works everyday ,77 years old.
One on communications -- using modems pretty good, interesting.
A program on piracy would have been good.
One on how group of people get together and write a program -- how he got into organization.
The one on computer security interesting.
Can't think of specific one.***
One I remember most is when talking about inner operation and division in CPU -- straightforward, to point, dealing with pure information and animation. Illustrated concepts a person needed to understand.
Nothing came readily to mind.

CONGRESS

Study guide was not available for the first two segments. Mailed to students late!
First segment (a freshman comes to Washington) -- interesting.***
Influence and interest.** Madd and handgun control.
Clip with Jimmy Stewart.
Impeachment of Nixon.****
The power to impeach.****
The last one wrapped up everything.**
Watergate -- brought out respect for Congress, made situation more lifelike.
No favorite.
The last one. It pulled it together (Assessing Congress) in the last two.
Congress and the pursestrings -- very interesting.
Filibuster (segment) was fun.

## INTERVIEW QUESTION #6. WHAT TV PROGRAM DID YOU LIKE LEAST IN THE SERIES AND WHY?

### TWO YEAR

### BRAIN

Madness*** -- the most boring program. Difficult to sit through because all they had was people going through what it was like and I wanted some information.
They didn't talk about depression, and some information here could have been helpful to the general population -- so many people are troubled with it.
Just to see that girl smoking a cigarette and talking to the cameraman -- I didn't see the point. I don't think I watched it all.
I was a little annoyed with the episode on Phineas Gage, went on for too long, wasted a lot of time on that.
Show was geared to the general public, not just for us. Tried to keep the interest level up.
First one -- expecting it to be more general and introduce you, but went right into diseases.
Can't remember -- the eye perhaps.
Chapter 4 -- Homeostasis interesting, but others were more about people in situations -- like watching little movie.
Can't think of one.**
Disappointed in the Malfunctionary Mind -- bounced around -- waiting for explanations, not as medical as I would have liked, especially schizophrenia.
Stress and Emotion -- featured Phineas Gage -- concentrated too much on that story.
Last one was an overall revview and didn't have much content.

### CONSTITUTION

Campaign spending.**
Didn't watch enough to comment.
Right to Live/Die.
Gave a lot of examples -- not a lot of factual information.
"Should Laws Be Color Blind?" -- not enough information. Out of many, one not as lively.

### THE WRITE COURSE

Last couple were boring.**
Better at specific subjects than generalities -- didn't tie up end well, no clincher.
One on library program and lesson -- didn't understand it; out of context; had to go to library to do it; would have been more beneficial if a real term paper involved.**
Burka's "Pentad" -- confusing; never did understand this; supposedly a helpful tool for writing; but tool for confusion.**
Flower sketch.
No, they're all pretty much the same.
The one where their cast put their feet on the couch. I was so disturbed by this I couldn't hear what they were saying.
First program.*** Simple, boring, first two.
Program with football players -- distracting in opening.
Not defined about what's trying to be taught. Too much like a program.
Pentad program, confusing, useless.

### NEW LITERACY

Programming at end went so fast, I was lost -- maybe should be included in next course.
Merge together.
One where they did the drawing near the end of the course -- not relevant.

### CONGRESS

The one that did not get recorded.****
The 30 minute segment with picture, but no voice.**
People in sound room did not know what it was about. They couldn't find the program.
Had to wait 1 week.
Program did not have a number to call them up in library. The problem was with the help/ people in the library did not believe there was such a program.

## INTERVIEW QUESTION #6. WHAT TV PROGRAM DID YOU LIKE LEAST IN THE SERIES AND WHY?

### FOUR YEAR

#### BRAIN

One on stroke victims -- you needed a strong stomach to watch.
None.***
Could have done more with two brains.
Madness -- kind of like a freak show.
First show -- terrible, bad, nothing (can't remember why).
Stress** -- examples seemed irrelevant.
Multiple personalities** -- dwelt too long on such a rare thing; totally for sensation; no explanation of why regarding example case.
Would like to have seen normal examples of those people where abnormal behavior -- to illustrate assertion that people who are abnormal some of time may also be normal at other times.
Schizophrenia -- felt bad for guy.**
"Phineas" -- too much time taken up in dramatization.

#### CONSTITUTION

Basically all well done.***
Affirmative action -- sick of that subject.
Money for elections -- just dry. Wasn't as controversial.
Election Process -- not interesting compared to others.
Design of course left out women hosts.***
Different opinions present show differently. A negative to people who set up the course.
The last 3 bored me a lot. Lost interest. Maybe I'd seen so many. Getting ready to go home for Christmas.
Didn't really like the 1st one. Hadn't really caught on yet.
The one with Donahue. Just dislike him, that's all.

#### THE WRITE COURSE

1st one very "chitty-chatty" -- not informative.
Gwyn & Dan -- courting, "horrible", re-write love letter, ridiculous.
Didn't like many anyhow.
1st program.
Too much forced entertainment.
None.*****

#### NEW LITERACY

Play acting in beginning and end of each program infantile, unnecessary.
One regarding how group of people get together and write a program -- pretty boring , sitting around and talking.
Too much time on Piracy.
All were pretty good -- none stood out as being "bad".**
One or two had too many interviews, too much information. None particularly "bad".

#### CONGRESS

The power of the person.***
Budget -- format boring, very confusing, too complex.
Congress and the bureaucracy.***
None disliked.
Always interesting.
The last one.
A couple were dull, but they were so dull I don't remember them.

INTERVIEW QUESTION #7. DO YOU HAVE ANY COMMENTS ON THE PRODUCTION ELEMENTS AND FORMAT FOR THE SERIES SUCH AS ON-LOCATION SEGMENTS, STUDIO SEGMENTS, GRAPHICS, MUSIC ETC?

Midpoint/Final Interview

TWO YEAR

BRAIN

**Music's real dramatic -- irritating.****
**Like the hi-tech graphics.**
**Like that they go on-location, make an effort to bring this information to you.**
**They don't just use stock footage from some Hollywood library.****
**Come across as very professional, better than other telecourses.**
**Like it that they simplify it for a general audience.**
**Your family can watch it with you.**
Wish they could make them less like Jacques Cousteau, less like that documentary type. There's a certain ambiance that just automatically puts you to sleep.** The minute the music comes on, you can tell what kind of show it is.
The formality puts you at a distance.
Overall, one of the better telecourse programs.***
Many telecourses look like they were shot in back room. This one had a professional look.
I thought it was high quality. I didn't mind the formality of it. I didn't mind that it reminded me of Jacques Cousteau (and it did.) My husband likes to watch those, but I don't. But it served a purpose. It gave me the information I wanted to the most extent while being better quality.
Much more effort went into it.
I heard that a number of instructors viewed it and discussed it in class.
Well done.
None -- excellent, quite impressed.
Enjoyed all of that -- liked it all.
Graphics very good. On location very good.
Done good.
Enjoyed the various opinions from different doctors in different lands. Liked that they went to this trouble.
Liked the music.
Graphics a little way-out -- didn't need space effect type.
Done beautifully.
Very well done. Very entertaining prime time stuff. Hard to condense huge chapter into TV program -- just took entertaining part.
All excellent.

CONSTITUTION

**Very dramatic. Very live.**
**Excellent. Interesting.**
**Well produced in general.**
**I don't think they could have improved the program. Well presented the actors are actual people who are living this. They are for real.**
**Usually watching TV it's not interesting. The way this show is presented just listening to these people talk is very interesting.**
**It's not dull and boring, done with a little humor, keeps you interested in program.**
**Everything appropriate.****
**Location appropriate, air of being there.****
Put together well, entertaining, done very well.**
On location -- appropriate setting.
Hosts excellent.
Camera angles -- wide angle and zoom good.
Setting Constitution Hall good -- well edited.
Fred Friendly summaries most helpful.

## THE WRITE COURSE

Music not good, but better than Gov -- everytime I hear Gov music I want to go to sleep.

Good.

There were 2 programs back to back -- the "introductory paragraph" or opening segment for these 2 were identical. Norm had to write on paragraphs, then sentences -- I thought that should have been different.

This AM's show was on half-way house -- they started with actually going to half-way house, then returned to studio -- that's interesting.

Format allows you access to many different English instructors.

All well-done, moves smoothly, keeps your attention.

Easy to follow -- don't have to have read other.**

Fun to watch story.

Every now and then can tell they are actors -- use word "nuther" do get away from good English.

Music was great.**

Production very well done.

Nice, not all in office, wanted to see Fred's.

Had a writing crisis -- tie things together, gave context to material.

Tremendous. Liked Waldo, the trash can.**

Effective.

Off-set location didn't add to information - arbitrary - like when went to grocery store.

Nice but trying too hard.

## NEW LITERACY

Enjoyed them.

Tired of that one song.

I liked that. I'd have the TV on, and hearing that song let me know when it was time to get in there and watch.

Moderators introductory speeches were a little elementary.

A little syrupy.

TV programs flashed back and forth and panned too many people back and forth.

Too much flashing.

Didn't have continuity -- broke it up too much.

Would have been more coherent to have Gladys Hooper talking for an hour.

Frustrating to have 2 or 3 individuals talking in such low monotone voices. Couldn't concentrate on what they were saying.

People interviewed could be a bit more animated.

Music corny as hell.

Don't recall too much music.

Cut introduction down.

## CONGRESS

It was very confusing when someone was arguing in back and Edwin Newman was explaining in front.

Would have watched on my own.**

For most part, fairly well done.***

Really enjoyed them.

The programs were never repeated. Yes they were - Tuesday nights 10:30-11:30/ it was not in syllabus/teacher did not know about this/ it was not in TV Guide/ heard opening and closing music only - fell asleep when tried to watch (late night showing).

Had to come back to the library to see them again.

## INTERVIEW QUESTION #7. DO YOU HAVE ANY COMMENTS ON THE PRODUCTION ELEMENTS AND FORMAT FOR THE SERIES SUCH AS ON-LOCATION SEGMENTS, STUDIO SEGMENTS, GRAPHICS, MUSIC ETC?

### FOUR YEAR

### BRAIN

No.
"Phineas Gage" was told as a story so it stuck in my mind because of the way it was presented.
Good format. Very good graphics.
No comment.
If film was based on the text it would have needed more graphics and cut-aways. Otherwise, good actors and if taken alone was excellently done.
Done excellently.**
But can you get away from sensationalism on TV? Even on PBS?
Liked music.
Liked graphics of synopsis.
Liked on-location things about the boy who had epilepsy -- the girl in Scotland -- other brain disorders.
Early experiments with white rats.

### CONSTITUTION

All done O.K.
Liked set-up of half circle.
Sirens in background strange.***
Could use graphics.
Use on-location spots.
Show House of Representatives -- gather more interest.**
Tie it all in -- associate.
Make eye-catching.
Time spent on that (i.e. eye-catching clips) detracts from show -- only 1 hour.***

### THE WRITE COURSE

It moved so quickly -- seemed like it didn't take characters long to write, unrealistic.
Like a sit-com.
Humor nice.
Wanted to shoot head office character.
Office segments stifling.
Target missed (level)/problem with producer.
Graphics effective as was clear i.e. advertising segment; interoffice memo segment.
Too much repetition. Theme song (like game show).
Show dragged, unable to maintain interest, perhaps could have used outside segments.
It all was excellent.
Most of that was really good. They gave examples of what they were talking about.
Very well done having the work environment.
It looked up to date and realistic.

NEW LITERACY

**Music makes me laugh.**
**Get rid of the guy.**
**Music may be distracting.**
**Show stuff we would never see in whole life.**
**Can show how disk drive works better in pictures than text.**
**Would like to see how microcomputer is made, starting with raw materials.****
**Haven't noticed music.**
**Music is computer generated.*****
**Film charts easy to understand.**
**Graphics clear.**
**Could utilize less personalities and provide same amount of information.**
**Change from talking head to more verbal explanation while they have diagrams and processes.******
**All elements are well-done and integrated.**
Well-done. Thought stuff at beginning and end good. Kids could take this program with no effort.
Like documentary that has sequence. This had no logic. If they could make it more dramatic and sequential, I would like The Write Course.
Credits too long.*****
Used a lot of same clips over and over in program.
You would hardly know that any country other than the US was involved in development of computers.***
Some outdated.**
Some interviews were trivial.
Some interviewers used too much jargon, too fast.
Interviews could be more varied.
Host should have had more integrative role. Didn't see enough of him--too choppy.

CONGRESS

All excellent -- especially on-site in Congress in Washington.
Narratives a little funny -- good.
Like different settings, how they interact with each other.
Could be other perspectives but try to make as objective as possible.
Very well-done.**
Excellent job.
Blends well.
Good lead-ins.
They don't whitewash issues.
Variety of people.
It's pretty professionally put together.***** It's a real high quality production.
There's good blending between the footage they borrowed from the House and footage shot specifically for this program.
I realize the limitation they have with the Senate but I'd like a little bit more attention paid to this.******
I think there's too much emphasis put on the House.
It's better than other telecourses which were of poorer quality.
Telecourse does a fine job in bringing this information to us.
I think it's great. Exciting to be able to see a lot of those settings and actions we never have a chance to see otherwise.
I would be pressed to try and improve it.
Could have more interviews with Senators in their offices.
Enjoyed music.
On-location shots well done.
Transitions nice.
Half-hour passed quickly.
Needed more facts and less personalities.
Show must be kept current.
Not much of a historical perspective.
Opening music repetitive.
All well done.
On-location segments good.
We'd like to see the Senate.***
Very well produced.
At the tail end of the series you could pretty well predict what kind of a dialogue was going to ensue between Newman and Ornstein. That was kind of repetitive. Their relationship was kind of stilted.
Sometimes it seemed like they were going along pretty good and they ran out of time. I wonder if it would have been any different if each program, instead of half an hour, had been 45 minutes. Some of them seemed to be less tightly organized than others.

INTERVIEW QUESTION #8. WHAT COMMENTS DO YOU HAVE ABOUT THE HOST OR HOSTS OF THE SERIES?

TWO YEAR

BRAIN

Great.
Like him.****
Why a man?
His voice is very pleasant, not irritating, good tone.
Was like watching the news.
Not objectionable.
O.K.
Inoffensive.
I liked him.
He came across real clear and distinct.
Professional.
Pretty good.**
No strong feelings.
Didn't talk too much -- just enough. Didn't bore you.
Nothing derogatory. Think he was very good.
Diction clear -- thought he was good.
Prefer someone with more conviction in voice -- too quiet and soothing.
Enjoyed listening to him. Liked his voice.

CONSTITUTION

All present themselves very nicely.
Friendly.
Up-to-date, so far so good. We haven't finished all the telecasts. All of the moderators are well read and very spontaneous as far as questions and answers.
They appear to be pretty real in their answers and they appear to be answering honestly.
Very informative.
Made it sound like a conversation.
Hosts are key to the particular programs because if you watch it one week one host is on, the next week a different host is on, the program has a different appeal. I like some more than others.
Arthur Miller is the best.***
Friendly could be livelier.
Appropriate host.
Host doesn't accomplish much or add much.
Stewart -- very timely, explained issue, little bit clearer.
Friendly -- left a little to be desired. Sounded like he was dead.
Should both retire -- no need for them.
Potter Stewart -- Supreme Court insight.
Fred Friendly -- summaries most helpful.
Didn't talk enough -- should critique more.

THE WRITE COURSE

They're good -- all different.
Well developed.
They always have the answers for poor ole' Fred.
Wide spectrum. They're so different. Anybody can relate somewhere.
Cassie, the intern, -- good. Makes them bring up questions which would otherwise be hard to bring up. Even elementary are important.
All portray necessary part.
Little corny -- romantic scene, but it serves a purpose.
Weren't any.
Anybody could relate to one at least. Enough variety.
Norm good to get you boiling about something -- very funny.
Cassie provided questions from our point of view.
Gwen points you in the right direction without giving you answer.
Did good job in portraying what they're supposed to be.
Norm a jerk but his own humor made it good. Not so boring.
Norm too corny for me.
Curious that Gwen always knew the answer...everything...no matter what...she knew the answers.
Liked better than a particular host -- others dry (i.e. personal finance).
Relaxing.
Would have been difficult to have one host.
Could relate to one of characters.
Format O.K. -- but should have defined what was being taught.
Because writing course, everyone different, not one way.
Action, got repetitious.
Good job. Nice speaking voice.
Made it interesting.
All right.
Fun -- I liked his little segments.
Tie it all together.
If the programs had stuck to the topic as much as he had, there would have been more continuity in program.

NEW LITERACY

CONGRESS

Fine job.**
You felt you knew Edwin Newman personally, first hand when you were through.
Ornstein was O.K. for a young feller.
Sometimes boring.

## INTERVIEW QUESTION #8. WHAT COMMENTS DO YOU HAVE ABOUT THE HOST OR HOSTS OF THE SERIES?

### FOUR YEAR

### BRAIN

No comment.****

O.K. Good introduction and wrap up.

Glad he was there -- the only sane one.

Generally good.**

Not a scientist, couldn't/didn't clarify but good at tying things up.

Could have picked someone who knew subject matter (for example, Carl Sagen).

Very good.** One of most interesting parts.

George Page has worst monotone -- puts you to sleep -- too heavy, too boring.

Like someone with more emotion.

### CONSTITUTION

Voices more loud and clear.

Fred friendly spoke up with more of a deep voice. Looks like he's asleep.

Potter St. could explain better.** (He wasn't going to get trapped in definitive questions.

P.T. Stewart -- seemed to be nervous/conservative.

P.T. swung on pendulum on conservative/liberal -- careful with idea.

Moderators -- good.

Break in for brief explanation -- didn't break in enough.

More insight from Potter Stewart.

I think Fred Friendly is the most boring person I'd ever listened to. Worst voice - ugh - is horrible. Potter Stewart didn't say much.

At end made useless comments. Repeated what was said, Stewart tried to analyze everything.

Kind of ignored them.

Didn't enjoy them. Were monotonous.

Monotonous is a good word.

Sitting in a very phony setting.

### THE WRITE COURSE

Ring leader - like "good witch" - accent and giggle were annoying.

The intern, Cassie -- supposed to be on our level -- she caught on to everything too quickly, we can't identify with her because she learned too quickly.

No hosts.*****

### NEW LITERACY

Host doesn't talk about computers -- more of a comedian, not serious -- bugs me. Don't think I learn anything.

I fast forward him on my VCR.

Host's time could be used more efficiently for review.

Thought man hosting show knew about computers, and then the other night, I was watching All in the Family and he was on the show!

Wouldn't miss him.

Good intro.****

Commodore Hooper would be good person.

They've made him out to be dumb husband like in commercials.

Not very bright -- acts inept.

Good time to get cup of coffee.****

Like very much, he ties it together.

Didn't have name.

Did nice job.

Seen him in a lot of programs since then.

Dippy. Unnecessary.

Break for me to leave.

Could leave 5 min. early.

He's an actor - could tell - but did a good job.

Host played useful role, relaxed viewers, seemed down to earth.

CONGRESS

Edwin Newman good -- high ratings.
Funny sometimes.
Very well informed.**
Clear.
Needs more facial expressions.
Could use some humor.
They're good.
They have a good rapport.*******
Although sometimes it sounds a little contrived.
Good.*** Fine.** Both dead pan.
Bornstein more expressive.
Was suspicious.
Norm Ornstein -- was he Political Scientist? He was called series editor (knowledge Questioned).
Good, interesting (in light of poor opinion of text).
They were great.
I liked Edwin Newman real well.***
Ornstein was kind of stiff.
I wish the program would have emphasized his (Ornstein's) credentials more. I found out that he was a Congressional insider.

## INTERVIEW QUESTION #11. WHAT SUGGESTIONS DO YOU HAVE FOR THE DEVELOPMENT OF SUBSEQUENT TELECOURSES?

### TWO YEAR

### BRAIN

More of them, better variety.
Should constantly update them, so they don't have the same one for 5-6 years.
I don't agree with their testing procedure - the quizzes, midterm and final have such specific questions - what's important is the context, not what some person said.**
The information might be found in one sentence in one paragraph in one small part of the book; if you don't remember that particular fact, you may remember a competing fact from another part of the book - you're totally lost.
I'd like to see telecourses on more serious subjects. These introductory social science courses are full of cliches.
Instead of just having the introductory course, I wish they'd continue. You have to go back to the college to get the 2nd and 3rd terms, whether you want to or not.
I think the teachers should be more available to the students.
More viewing time -- more repeats.
More availability -- time and channel selections.
Should have it on cable to be able to see it more often and have it available -- more tapes at school -- more than one copy.
Have a few on campus meetings -- 3 is sufficient.
Make the courses more stretched out -- more informative if you could add another program.
More topics -- being able to get hold of the instructor.
Generally -- could do a lot more dealing with specific areas of the body -- interesting for nursing or medical students.
Not a lot of offerings -- need more variety -- could make other programs like the brain.
Did not review exams and did not have old exams.
More like this done -- graphs and visuals -- the two add so much you can't get from print.
More general viewing times.
More on campus time meeting with instructor. Met 6 times.

### CONSTITUTION

Survey of what people would like.
More basic or logical development of the topic.
This type of teaching technique should be used more often.
None.
Follow pattern of this course.
Go into specific field.

### WRITE COURSE

Hurry up - do the "research paper" (next required course).
All general basic courses.
Think they've done a good job.
Keep others on campus informed...i.e. people at tutorial didn't know about telecourses.
Liked this skit format...try with other courses.
Move beyond basic courses...offer more intermediate and advanced courses.
You'll find more suggestions coming out of this course for others rather than the other way around.
Availability of instructor.
More flexibility in meetings...people taking telecourses need this...that's their reason for taking them.
They tell us they're flexible...but they're not in certain areas.
Telecourse in novel-writing.
Business writing - as professional, how to write an effective report (technical writing).

CONGRESS

More class meetings -- compulsory.
More optional class meetings.
Would like to have course in 2 options -- either take on-campus on Saturday or put into regular academic schedule.
Has been source of frustration. We study together so we can talk about it.
Done real good job -- advise you ahead of time/advertising good/set up class at good time. Except can't take more than one because meet at same time.
Teacher's real good -- took active role.
No complaints.***
Worked well.
Needs a mandatory class meeting at the beginning.**
Early small group discussions.
Possibly scheduling more meeting times for people wanting to ask questions. Sometimes you're embarrassed to call the professor for just your own question.
Don't eliminate late showing.
Meetings should be optional.
Should show the telecourse one more time a week.
Publicize, let people know when it's being shown.****
Show earlier rerun.
Instructor needed guidance.**
Didn't care for instructor.*****
Hand outs needed.*
UNF needed to cooperate more.**
Classroom should have been provided by UNF.
Offer more classes -- 2 levels with same program.
Should be "real" course. Telecourses felt to be below college level -- not enough covered in 5 sessions (i.e. should be more sessions).
Fine, no suggestions.
More frequent class meetings, but leave them optional at least every 2 weeks to discuss material that's been presented so you can absorb it a little better.****
They should make it more affordable.

THE WRITE COURSE

Give more time to some points and less to others.
Concentrate more on single points -- like thesis statement.
Hard to do anything -- this is difficult to do via TV.
Schedule regular class and view programs in class and discuss them after.**
Programs not enough by themselves.
Inform instructors.
Relate instructors to people being taught (difference between day and evening students).
Better organization.
Early on expectations of course should have been made clear.
None.****
Meetings -- make them voluntary. Give more choices for essays.
Let us know it was on cable too.

NEW LITERACY

More optional classes.
Would like institution to have it in the library.
Like demonstration. Actual use of a computer.
Outline before program.
Would like to see worksheet.
Book that goes with TV.
The whole problem is that we don't have study guide.
Aired more frequently, more than once.
Provide study and reviewing on-campus.
Instructor more readily available.
Handout from instructor to help students know main points for course and exams.
Alternate viewing times.
Ensure that all materials available before they take your money.**
One program, not two, per week.
Opportunities on campus or elsewhere to repeat viewing.**
Make instructor more available.
Specify in writing instructor's office hours, availability.
List of assignments with options of student selection.

## INTERVIEW QUESTION #10. WHAT CHANGES WOULD YOU SUGGEST THAT YOUR INSTITUTION MAKE WITH THIS COURSE?

### FOUR YEAR

### BRAIN

Thought it was fine.
Didn't feel a research paper should have been required because of the lag between the class and the program air dates and the holiday.
Felt the instructor should have been a little better informed in how the materials were being covered -- he didn't understand the problems the students were going through and he relied on the text and not the programs.
Agreed. Instructor expected a little too much from the students since this was only an introduction class.
Based on past telecourses, instructor did not have the materials prior to class since they came in too late. Therefore, grade and class schedule were not set up right. He didn't know ahead of time what to grade and so had to make changes in midcourse. Instructor and school did all they could with what they had.
Make the videos available for check out on-campus.
Watch some of better programs in class together; or some pieces in class -- for instructor comment.**
Do more.** (telecourses)
Take courses any time using file of tapes.
An earlier class meeting.
Instructor said didn't have material early enough to plan better.

### CONSTITUTION

Where's the lab I paid $10.00 to use?*******
Cut out the lab fee.****
Push the course more. More promotion.**
Make course longer or have two phases.
Get out of classroom and put in lecture room. The seats too hard. Need larger room with more TVs.
Lecture halls have more comfortable seats.
Had a lot of people, room full, had to pull desks out of other rooms. Better room could handle that problem.
These rooms not meant to watch TV in with 2 instructors, lecture hall would give them more room to operate.

THE WRITE COURSE

Revision of study guide writing and assignments -- more specifics.
Fewer topics and more feedback from on-campus instructor.
Better scheduling.
Content serves it purpose, gets point across, it's effective.
It's just that it creates problems because it's directed at people who can't get to campus.
I expected tests and wanted to know what to study.
Clearer idea of what line of information should be known at test time.
Viewing times -- evening or early morning.**
Shorter -- 10 weeks instead of 15.**
Faster video for on-campus showing -- should be available here immediately.
Instructor should be more available on certain campuses. We don't have any trouble, some did.
Need to lead up to essays -- 500 words or 750 too much, too broad, too many words right off the bat. Can't think of enough to say.
Too many essays -- too long, not enough time, should be some way to lead into them.
Make assignments clear (i.e. John Anders Col.) I write on wrong subjects.
Better feedback from instructor.
Teachers should tell what they want?
More telecourses.
Capsulizing books in to less books -- too many books.
Cut writing assignments by one -- break in the middle. Cover lot of material. Rewrites take much time.
Do away with Shaping College Writing

NEW LITERACY

Synchronize everything.
I like the idea of putting study guide and text together.
But then you couldn't write in it.
Make it in 2 semesters. Too much to learn in one.
Didn't get to work on computers -- maybe that should be added as a second course.
Would like to have had more class sessions.
Get organized.
Get RSVP booklet in study packet.
Help TV programs follow study guide.
Get programs on 2 channels (CH 17 breaks down).
Get a different instructor.

CONGRESS

Coordinate materials with telecourse
Monthly review sessions.
Different text book.
You have no idea how you are doing.
All here have to use time to best advantage and could not with no coordination from institution.
Could not view tapes conveniently.

INTERVIEW QUESTION #10. WHAT CHANGES WOULD YOU SUGGEST THAT YOUR INSTITUTION MAKE WITH THIS COURSE?

TWO YEAR

BRAIN

**All the optional textbooks should be in bookstore and on reserve in the library.**

**Available on all PCC campuses.******

**Too bad that text and study guide got to instructor so late, so changes were made the day of orientation -- poor planning.**

Make it 2 courses or give more credit.***

Sell all the optional texts in the bookstore.

It should have a prerequisite.

They should prepare students without psychology or biology backgrounds.

Don't let PBS preempt the shows (the last show was delayed with little warning).

Doing alright now. Biology prerequisite.

Advertise a little bit more, lots of people didn't know about it -- advertise on TV and radio.

Change the book.

Too many open book questions each time -- could give quizzes in between instead.

More on campus meetings with instructor.

Introductory meeting before they start.

Have a model of brain before you start.

Bought the paperback because the text is too difficult for first time introductory course (also too expensive - $24, study guide - $9).

Stretch out first four programs over a longer period of time to allow for reading -- material too technical for that amount of time.

More meetings.

Taught in class with programs.

CONSTITUTION

**Get rid of professor. Have videos.**

**More hours of class meetings.**

**Do like correspondence -- small assignments in between times, give more meaning, something to look at.**

**More individual office hours.******

**Professor availability.**

**More on-campus seminars. Longer programs.**

**Student input in time of seminars.**

**Use this telecourse as a model for others -- good variety here, stimulating and active. Not lecture format.**

Make sure they have the tapes.***

Another instructor.**

More in class discussion -- no unity, people flying in and out.

Another class or two. Later meetings.

One or two more on campus meetings.

Longer or more TV programs.** 3 more class meetings.

Compulsory attendance at class.

CONGRESS

**Unbelievable how many -- make objectives -- have different views that complement each other and show differences.**
**Well-done. One show they picked different Congressmen who'd made names for themselves -- exceptionally well-done.**
**Good.*****
**The expert sources know what they're talking about.******
**They seem to be pretty even-handed too.**
**Make good use of political analysis and professors.*****
**They use more than one.**
**We're fortunate to be able to get opinions from a wide variety of people who know. It's really the American Political Science Association.*******
Sounded knowledgeable.
Sounded believable.
Took different positions.
Respect Ornstein.
Any interviews were worth listening to.
Politicians very candid.
Film clips effective.
The list was pretty impressive.
It was well-rounded. They used both past and present people that were involved in the realm of politics.
I enjoyed seeing people that I had mostly read about.**** (i.e. Tip O'Neill)

## THE WRITE COURSE

Brought in good people.
Liked experts' suggestions.
Liked one on business writing.
Hated John Anders.**
Woman at document center -- good advice.**
No reinforcement end result (finished paper).
Too much emphasis on process of writing (literature), not appropriate for course.
Settings for interviews bad.
Remote segments not bad.
Most pretty good.
Good in general.
Experts more advanced than program.
Experts worked so hard -- made writing seem too difficult, discouraging.
The head writer was good. All writers were good.
Most were pretty good.
Good.***

## NEW LITERACY

**Some of them I don't understand.**
**Doesn't explain why these people are experts, what are their accomplishments, how popular they are, they're history -- give them credibility.**
**Have some people over and over -- some of their points are a waste.**
**Need more people you can relate to.**
**Someone like Bill Gates.**
**Course itself not people related.**
**Makes it less monotonous.**
**People, as far as history of computers goes.**
**Need fewer personalities, would be easier to maintain attention.**
**Mentally jump around.**
**Some seem like trying to fit everybody in.**
**Use neutral voice.**
**Good, understandable.**
Issac Azamal** -- liked him -- has written books on 40 things.
Blind man -- wonderful to have vision-impaired people.
50-60 experts -- probably sat them down to talk and they edited each other -- good.
Have people who are better known. Only recognized Hooper and Azamal.**
Too many personalities.
It was as if the concept was too difficult so they talked to a lot of people about their opinions.
Just when you're getting to the point they interrupt.
Repetitious -- 3 guys saying the same thing.
Subtle advertising -- irritating.
Credits were the same names as those interviewed.
Didn't use information possibility effectively.
Experts overused.

INTERVIEW QUESTION #9. WHAT COMMENTS DO YOU HAVE ON THE EXPERTS USED IN THE SERIES?

FOUR YEAR

BRAIN

Ones remembered were interesting, but they didn't have enough time to go into it so that a lay man could follow them. You needed a medical background to understand what they were saying and showing.
They were well informed on their subjects.
No comment.
Good.
They were experts just sitting there telling us what they wanted us to know. Wants to know their credentials and then let them show what they are talking about via voiceovers rather than boring shots of them just sitting there talking.
Hard to remember. Don't recall any specific individuals.
Did add credibility. They were good, not part of the dragging on mentioned earlier.**
Had subject, then found expert.
Sometimes experts tried extra hard to make evidence fit what they were trying to say, their point.
Computer mapping expert especially good.
Importance of expert being able to bring complex points down to lay level discussed.
Dissatisfaction with "dragging on" as mentioned in #2 clarified here: it was confined to the "little dramatizations" or "people they were interviewing, specific cases", not experts giving explanations or clarifying.
Couldn't understand foreign accents.
Thought they were great -- encouraged with their involvement.
Not enough disagreement -- want to know why no others outside the mainstream.
Huge benefit of telecourse is to hear from so many experts.

CONSTITUTION

Liked range they had.**
Good -- their viewpoints.
Weren't afraid to speak up.
Can't argue. Had President, lawyers, ambassadors, dignitaries, you name it.
Lot of different people.
Didn't leave anyone out.

## THE WRITE COURSE

Like them -- they speak clearly. Some of the other telecourses they speak so fast, you can't understand them.
Liked A.C. Greens.**
Met a few, that makes it extremely interesting to me. I've heard in person.
Say same thing in different way which helps to comprehend better.
High point of experience.
Helpful and informative. Adds more authority.
Bring out points clearly and logically. Examples very good.
By themselves would be very dry.
Very good.**
Informative, helpful, real people; they said things to remember; several tied together (Washington, DC).
Enjoyed that.
Good. All put across in different way. They all said in their own way.
Number just right.
Local people made it interesting.
Good the way they put it...their ideas...all a little different...interjected variety.
Frequency or amount of expert use just about right.
Professional writers, but not those in business.
Liked seeing a variety of people in different fields -- more aware of own.
Liked more than rest of program.
Good -- especially business -- helped writing a resume.
Writing in business different.

## NEW LITERACY

Very good.***
Areas of expertise varied enough to get a good cross-section of views.
Very good -- drawn too much from IBM.
Needed to talk with people working with kinds of equipment at lower level i.e. with personal computers.
Everyone decked out in Sunday best -- not realistic in trying to present computer image.
Surprised at not having greater in-depth coverage of computers in classroom.

## CONGRESS

Good variety.
Liked them. They appeared well versed.
Enjoyed seeing so many people you had read about in papers.
Knowledgeable and well versed.
Good.

## INTERVIEW QUESTION #9. WHAT COMMENTS DO YOU HAVE ON THE EXPERTS USED IN THE SERIES?

TWO YEAR

BRAIN

**On the whole, most are interesting. A few, I didn't put much faith in what they said.**

**They come across as knowledgeable, I guess.**

Liked getting the views of those actually working in the field -- eliminates bias.

They were concise.

Provided very precise and recent information.

Did not feel like they were talking down to us.

Most seemed interested in what they were doing.

Seeing the experts humanizes the research.

Fine -- might have been able to get other viewpoints, but guess they didn't want to confuse people too much.

No strong feelings -- liked the interviews.

Seem to be people who were real. They were good examples. Very helpful.

Very "up" with topic.

Explain what was going on.

Very informative -- good people.

Very interesting.

Had more than one point of view.

Very good -- had read by most and enjoyed seeing them.

Good variety. Very qualifies -- very appropriate to topic.

Well versed --- used wide range of experts.

CONSTITUTION

**Excellent.*****

**Super the way they used a lot of people from a lot of different fields to cover every aspect. They all did different things.**

**Well-rounded too** -- Senators and Congressmen, ex-presidents, etc.**

**Experts were candid and honest about the particular situations.**

**Excellent choice.** Not balanced picture of media.**

**Experts are not always put in their own roles -- good.**

**Well-rounded. Vary characters.**

Good actors.

Liked lady from PA - Barbara Molefsky - agressive person.

Good mix -- gave good perspective -- brought in people from a number of different fields.

Good to know how each of these players had a role in the law.**

Koch did a pretty good job.**

Could have had a more diverse point of view of television programs -- too slanted -- too conservative.

Kept changing them -- good.

Media people -- Dan Rather -- go to any means to get story -- no balancing viewpoint.**

Knowledgeable.

Generally very good.

NEW LITERACY

Concept excellent for people who work or have limited time.
Different subjects, more variety.
Should be able to get a degree from telecourses.
I know someone who got her A.A. that way.
Annenberg programs are superior to Open Colleges.
Could use that "the Brain" course.
What we saw here was better than Open College could put together.
Make sure you can do everything without having to come to campus (including taking tests at home).**
Course had an enrollment of over 100 students -- may be too much for one more (instructor).
Objectives should be at the beginning with the book -- a severe problem.

CONGRESS

Anything goes?
Everything has to be well coordinated.
Well coordinated study guide and other materials needed.
Well organized materials and more in-depth study guide needed.
Glossary needed in study guide.
Instructors are needed who can coordinate course.
Content with video materials.
Study guide was weak.

INTERVIEW QUESTION #11. WHAT SUGGESTIONS DO YOU HAVE FOR THE DEVELOPMENT OF SUBSEQUENT TELECOURSES?

FOUR YEAR

BRAIN

No comment.**
They shouldn't try to cover as much material as they did in this one.
Have a single particular group to set up the telecourse from start to finish instead of different groups taking control over different phases.
All the material should be related between your text, guide and program to allow you to read ahead before the broadcasts to be able to better absorb them.
Too much program time devoted to irrelevancies, seemed like just filling up the hour.**
Mini-courses--expand a single one of these programs.
Importance of supplementing these with instruction, or using this (TV program) as supplement to instruction.
Quality of students important (to their good experience in this course).
Existing (old) PBS show could be used.
Too many films used these days are boring, old, out of date, etc.
Discussion of value of use of video in a variety of classes to make things more real, visual impact.
Shouldn't be made so difficult that it scares away everyday people from using it in their life.
Would help public support of research if made more accessible to more people.
Could have two emphasis: technical aspect and practical aspect.

CONSTITUTION

Teacher shouldn't get full pay for less time.**
Pay for public TV -- rip off -- public TV free.
1 hour home/school 2 hours -- reduce price more.
Borrow tapes.
2 phases of course.
State schools could buy their own TV station -- offer more courses, make money.
Increase power of stations for better reception.
Reception is a problem.** Increase wattage, people would enjoy more.
People make copies -- sell to people to take home..
That one was fine. Not much to say about it.
Don't have Friendly and Stewart do it.

WRITE COURSE

Follow sit-com format. Make TV programs interesting to watch.
Targeting -- find out about audience.
More communication between the course producers and instructors.
Perhaps more suited for rural regions (no major cities).
Don't know for sure.
Have more courses in sophomore level and above.
An economics course.
None.**

NEW LITERACY

Another computer course -- more in-depth on one thing.***
Accounting would be perfect for this: present facts, study guide with quiz every couple of weeks -- practice.
I like weekly quizzes rather than exams.
Not as general as this -- more specific, focused.
Integrate video and text.
Keep TV component -- reinforces independent learning.**
Keep up good work.**
"Weed out" experts.

CONGRESS

Offer more courses.
Very successful.
Feel like a better informed citizen.
Offer more "infield" courses.
Use of Compuserv "case studies" or supplemental work/programs (perhaps as upper level telecourse).
Hard to judge.
When the age of television arrives in the Senate, either modify the present course or come up with a companion program or programs to show the Senate in action.***
Might be able to develop one on the Constitution - develop a similar format on the Presidency, or on the State Legislative process.
I hope they develop a sequel. In other words, I would watch the programs on my own just to see how some of the issues turned out such as Congressional reaction to the constitutional veto.*** I agree, it should be updated.
The Supreme Court would be interesting too.***
I'd like to see a more diverse array of subject matter... sciences, arts or even incorporate current TV fare into telecourses.

## INTERVIEW QUESTION #12. HOW DID THE LOG INFLUENCE YOUR STUDY HABITS? (MIDPOINT STUDENTS ONLY)

TWO YEAR

BRAIN

It didn't.*********
The only thing it did was make me a little more conscious of homework time I was spending since I had to write down how long it took me whereas before I would spend 2-3 hours working, but the time would just go by and I wouldn't really think about it, But it didn't change my habits.
More aware of time putting in.
More conscientious.
Not at all.***
More aware that I have to study.
Didn't influence -- kept on the way I had.
Helped me keep track of what I was doing and it make me read the whole book.

CONSTITUTION

Log went hand in hand with syllabus- no big thing.
Panned itself out.
More conscious of what I was studying.**
Log made me pace myself better.
Didn't use it --did things at my own time.
Chance to blow off a little steam.

WRITE COURSE

Didn't
Reminded me once to read text.
No--didn't influence my study schedule.**
Sort of opened your eyes to your study habits.

NEW LITERACY

CONGRESS

## INTERVIEW QUESTION #12. HOW DID THE LOG INFLUENCE YOUR STUDY HABITS? (MIDPOINT STUDENTS ONLY)

FOUR YEAR

BRAIN

CONSTITUTION

NEW LITERACY

Thought it would but no.****
Not at all.****
Would have been good if it asked simple questions about show to have show keep your attention.
Helped to keep up to date.
Not much difference.**

CONGRESS

Not at all; not received until end of course.*
Didn't change.****
It did not.**********

## INTERVIEW QUESTION #13. WHICH IS THE BEST TIME TO MEASURE STUDENT RESPONSE TO THE COURSE? MIDPOINT/FINAL/BOTH WHY?

**FOUR YEAR**

**BRAIN**

Final.

Both. It's hard to remember what was covered at the end instead of at the middle.

Final. If done in the middle the instructor might try to change the course in the middle and it might damage the course.

At the end.

Both, brief questions at midpoint to compare latter to end...don't need interviewer-students could then fill out forms to evaluate telecourse.

At last class, more fresh.

BUT--at last class, enough time to leave.

This, following class by three weeks - more comfortable.

Would have come without pay.**

"Love when someone asks my opinion."

Midpoint - difficult because hadn't done too much.

Final, when you can tie it all together.

**CONSTITUTION**

Once is enough.**

Twice if there's money for us both times.

Reduction/ contact dropouts.

Both. Might keep a little more interest for those of us who didn't know what we were getting into.

People tend to forget what's in the beginning. If you cut it in half or had 5 minute discussions after each segment, it would be better.

**WRITE COURSE**

Discouraged from beginning.

Wanted to quit after first paper.

Would have been more discouraging in middle.

Contemplated dropping course.***** (Instructor encouraged to stay with course - told 1 student they were "genuine pigs")

Both -- how well one's doing affects attitude.

Both -- helps to gauge programs.

Final. We can evaluate the whole course.

Final. It would be too late to change anyway.

Both.

Final. More time. I would be too busy before.

Doesn't matter. Probably at end.

**NEW LITERACY**

Both -- but endpoint should be closer to end of course.

Instead of coming in for final come in for evaluation.

Let us know earlier so we can pay attention.

Getting together with other students made me feel more comfortable.

Midpoint because you're in there or closer to the end of the course -- can't remember any TV programs.

When completely over -- PSU students had extension.

End is better.**

Midpoint useful in connection with end.

**CONGRESS**

Both.****

Final.** (more important)

Midpoint, still in middle of course - had more to say in middle.

Once course over, lost interest.

Either midpoint or right after end of course (not before new courses began - loss of enthusiasm over time).

The midpoint gave us a chance to find out what we were missing (i.e. fact that program was on two channels and also in the Metro library) - could be handled at beginning of course.

Both are important*** One while course is taking place and one as an overview or general feeling of whole course as it's ended.

## INTERVIEW QUESTION #13. WHICH IS THE BEST TIME TO MEASURE STUDENT RESPONSE TO THE COURSE? MIDPOINT/FINAL/BOTH WHY?

### TWO YEAR

### BRAIN

Both -- at the middle you see how you are doing, at the end, how you did.

End -- it's hard to judge just how you're doing at the middle.

End -- you get a broader view of the whole class. Sometimes at the beginning it might be crummy and then it works out really well.

Like in this course the 2nd 1/2 was so much different from the first.

Definitely after finals week.

Midterm and before the final while still very fresh.

Final -- at midpoint you don't know what the course would be like.

The first part of course was difficult while second part was not as hard.

Midterm -- because you have good grasp and at end you are finished with it.

Final -- more time to digest -- not thinking about the work.

End -- would have been through more of it.

Better at final -- because midway it seemed too difficult.

Both -- because midterm you have no idea -- mind may change.

Both -- midterm is good for right while you're in it. Final -- can look back -- do it sooner.

Final -- you don't know how it's going at midterm.

### CONSTITUTION

Both.**

Midpoint -- students involved with course -- end just want to get it over with.

Midpoint -- more involved and after finished.

Both -- good overview. End -- learning about how to keep logs. Middle -- improvements -- involved, ways to change.

### WRITE COURSE

Both -- better qualified to answer last time -- this should have been week after finish (Dec. 5).

No comment.

Both.**

Just getting endpoint you won't get logs.

My opinions have changed some since mid-point meeting...so important to get both.

I participated in UT evaluation of this course. I was interviewed at beginning of semester -- my opinions have changed dramatically.

Midpoint or earlier.

Final one should have been sooner -- right after course is over. I think I've forgotten some.

Time frame just about right.***

One a little earlier .

Mid-term to after final.

After next class.

Too much going on during class - no time.

### NEW LITERACY

Both -- More candid when the course is over and you've got your grade. Different perspectives, different expectations.

Midpoint -- perspective is fresher, expectations are different.

A lot more calm now (than I was when I found out that the lab was cancelled.

### CONGRESS

Both.***

Early on.**

At end not very useful.

I was asked if I would come, and I said that I would do it for free.

Research Communications, Ltd.

# A SURVEY OF DROPOUT STUDENTS FROM THE ANNENBERG/CPB TELECOURSES IN THE FALL OF 1984

PREPARED FOR:
Annenberg/CPB Project
Corportation for Public Broadcasting
1111 Sixteenth St. NW
Washington, D.C. 20036

PREPARED BY:

Research Communications, Ltd.
824 Boylston Street
Chestnut Hill, MA 02167

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# A SURVEY OF DROPOUT STUDENTS FROM THE ANNENBERG/CPB TELECOURSES IN THE FALL OF 1984 COURSES

This report is one of a series of reports on Student Uses of the Annenberg/CPB Telecourses. For the Dropout Survey, 100 students from 12 different institutions in Oregon, California, Pennsylvania, Massachusetts, Florida, Texas, and Colorado were contacted by telephone to answer a series of questions about their academic background, assessment of the Annenberg/CPB telecourse that they had dropped, and reasons for dropping the course.

## REPORT FORMAT

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# METHODOLOGY

## DROPOUT STUDENT SAMPLE (N=100)

| | |
|---|---|
| Course Evaluated: | Write Course (78%); New Literacy (16%); Other (6%) |
| Type of Institution: | Two-year (70%); Four-year (27%); Other (3%) |
| Telecourse Experience: | No Experience (45%); Other Experience (55%) |
| Interest in Subject Matter: | High = Very (42%); Low = Somewhat, A Little, Not At All (58%) |
| Sex: | Female (73%); Male (27%) |
| Age: | 18-22 (26%); 23-34 (42%); 35-49 (21%); 50+ (10%) |
| Income: | Under $25,000 (50%); Over $25,000 (40%); Don't Know (10%) |
| Ethnic Group: | White (71%); Hispanic (13%); Black (2%);<br>Asian (10%); Other (3%) |
| VCR Ownership: | VCR Owners (42%); Nonowners (58%) |

## INSTRUMENTS

A survey with 39 items which paralleled demographic and other questionnaire items from the Student Uses Study was developed to evaluate dropping out of Annenberg/CPB courses in the fall of 1984. Preliminary versions of the questionnaires were pilot tested and subsequently revised. (See the Appendix for copies of the questionnaires and responses.)

## PROCEDURES

RCL research contacts obtained lists of students from institutions which were able to obtain permission from administration to share telephone numbers of dropout students.

Interviews were conducted from RCL with students on the dropout lists from mid-November through mid-January. Each interview took 10-15 minutes to complete.

## DATA ANALYSIS

All questionnaire data were processed on a mark sensitive card reader which is interfaced with an Apple IIe Computer. These data were reported as percentages of total respondents or mean ratings in linear and bar graph form throughout this report. Significant differences ($p \leq .05$) were derived from t-tests and are marked with a check on the graphs. Data have been analyzed according to type of institution (2-yr vs. 4-yr), telecourse experience (none vs. other), sex (female vs. male), and age (younger/under 35; older/over 35). Additional comparisons were made between the student sample which participated in the Student Uses Study and completed the course (referred to in this report as enrolled students) and those who participated in the Dropout Survey and did not complete the course (referred to as dropout students).

## DROPOUT RATES AT THE INSTITUTIONS

Of the 26 institutions participating in the Student Uses Study, 12 were able to provide information on dropouts. The other institutions indicated that the student's right to privacy had to be protected; that there was not adequate time between the middle and end of the semester to obtain permission to share enrollment information; that procedures for keeping accurate records had not been instituted; and that they needed to know about keeping such records well in advance of the semester.

Each institution was asked to provide information on dropout rates for on-campus courses, other telecourses, and the Annenberg/CPB telecourse being evaluated at that institution. Dropout rates for on-campus courses at four-year institutions were under 20% and ranged from 30-40% at the community colleges. Dropout rates for telecourses were 5-10% above the dropout rate for on-campus courses in all but one case where the dropout rate for telecourses was 28% as compared to 40% for on-campus courses. For most courses, the dropout rates for the Annenberg/CPB courses were at a level comparable to or less than the usual telecourse dropout rate with the exception of the Write Course which registered dropout rates of 55% to 65%. However, these rates were comparable to dropout rates found for a prior freshman level English telecourse on writing at participating institutions.

Those institutions with the highest enrollments tended to be those that could provide names of dropouts. Therefore, the Write Course and two-year institutions are over represented in the sample (78% of the sample was enrolled in the Write Course). Low enrollments at some institutions did not produce a sufficient yield of names to provide an adequate number of dropouts.

The Write Course was a required course for three-fourths of those dropping out while the other courses were required for less than one-fourth of those dropping out. The Write Course was seen to be more advanced than other courses by dropouts with only one-fourth rating it to be introductory while the other courses were rated introductory by 40% of the dropout students.

Despite the high dropout level of telecourse students in the Write Course, seven out of ten indicated that they would consider taking that course in another semester while only four out ten of the dropouts in the other courses reported this to be the case. General interest in taking another telecourse was comparable for these two groups.

Dropouts for the Write Course occurred throughout the semester while half of the dropouts contacted for the other courses occurred in the first few weeks.

## PART I. COLLEGE ENROLLMENT STATUS

YEAR IN COLLEGE

TYPE OF INSTITUTION

TARGETED DEGREE

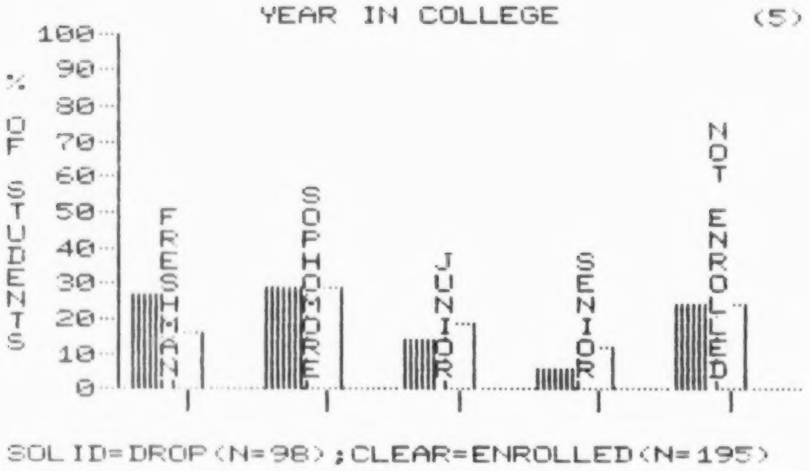
NUMBER OF COURSES ENROLLED IN

OTHER COURSE EXPERIENCES

OTHER TELECOURSE EXPERIENCE

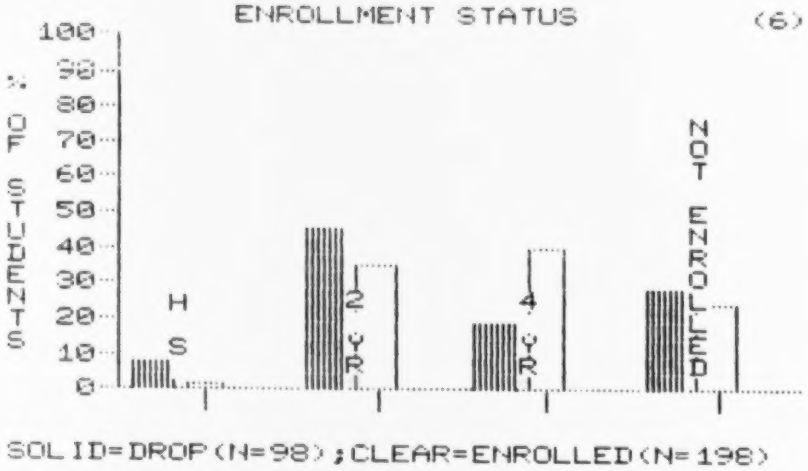
REASONS FOR SELECTING TELECOURSES

# YEAR IN COLLEGE



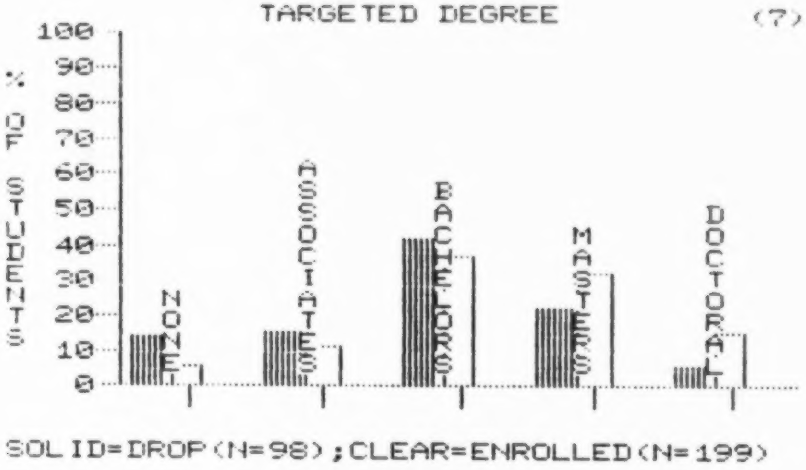
When dropout students' responses were compared to data on enrolled students, dropouts were somewhat more likely to be freshmen. This is probably due to the Write Course, an introductory and required course, which would attract entry level students.

# TYPE OF INSTITUTION



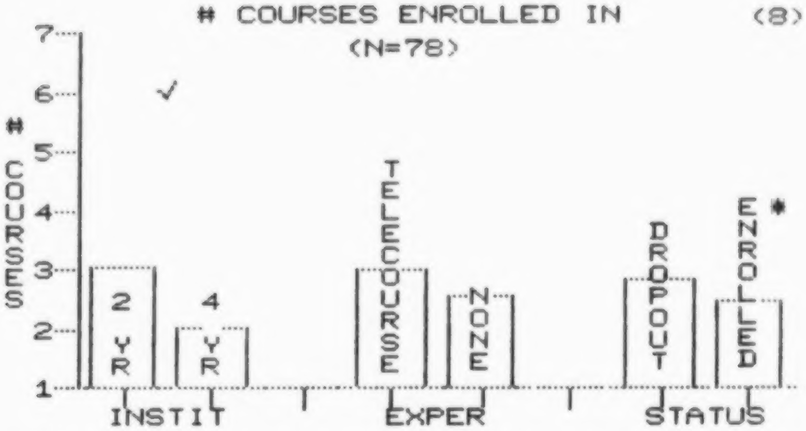
Dropout students were less likely to be enrolled in a four-year institution than in a two-year institution.

## TARGETED DEGREE



The educational aspirations of dropouts and enrolled students appear to be appreciably the same for completing associate's degrees and bachelor's degrees. However, almost half of enrolled students reported that they hoped to complete a master's or doctoral degree while only 28% of the dropouts aspired to these degrees.

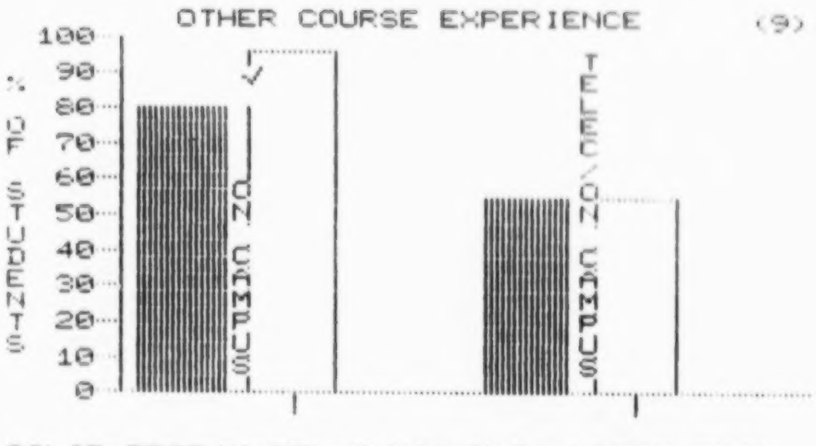
## NUMBER OF COURSES ENROLLED IN



*(N=138) These data were recalculated from the original to provide agreement on items.

The number of courses enrolled in apart from the Annenberg/CPB telecourse was calculated for both dropout and enrolled students. The average number of other courses taken this semester was 2.85 for dropout students while it was 2.47 for enrolled students. When data on the dropout students were compared for those in two- and four-year institutions, dropout students at two-year institutions were enrolled in more courses than those in four-year institutions. No other differences were noted.

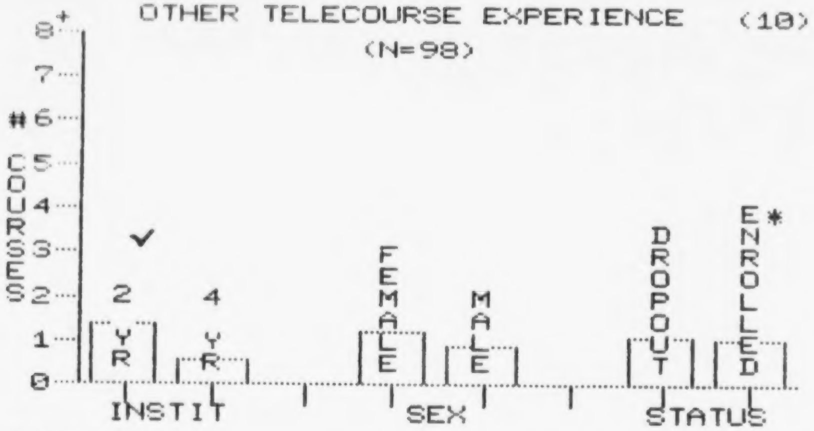
## OTHER COURSE EXPERIENCES



SOLID=DROP(N=95);CLEAR=ENROLLED(N=200)

Dropout students were less likely than enrolled students to have had other on-campus course experiences. Slightly more than half of both dropout and enrolled students reported that they were concurrently enrolled in the Annenberg/CPB course and an on-campus course.

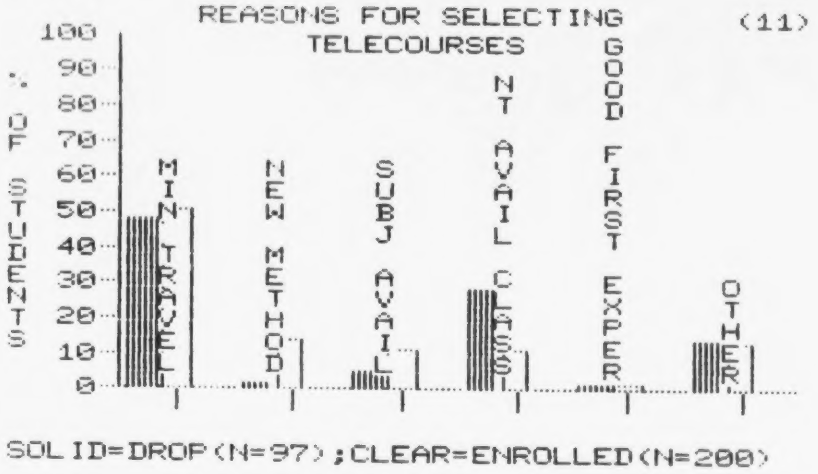
## OTHER TELECOURSE EXPERIENCES



*(N=200)

The level of prior experience with telecourses was comparable for female and male students and for dropout and enrolled students. Dropout students in two-year institutions had more experience with telecourses than did those in four-year institutions.

## REASONS FOR SELECTING TELECOURSES



The most common reason for taking a telecourse was to minimize travel to the campus for both dropout and enrolled students. However, dropouts were more likely to select the reason that they were not available during class hours than were enrolled students. Enrolled students were somewhat more likely to say that a telecourse offered a new way of taking courses.

## PART II. THE STUDENT'S EXPERIENCE WITH THE TELECOURSE

PROMOTION FOR COURSE

REASON FOR ENROLLING

COURSE IN ACADEMIC MAJOR FIELD

INTEREST IN SUBJECT MATTER

CREDITED STUDENTS

COURSE STATUS

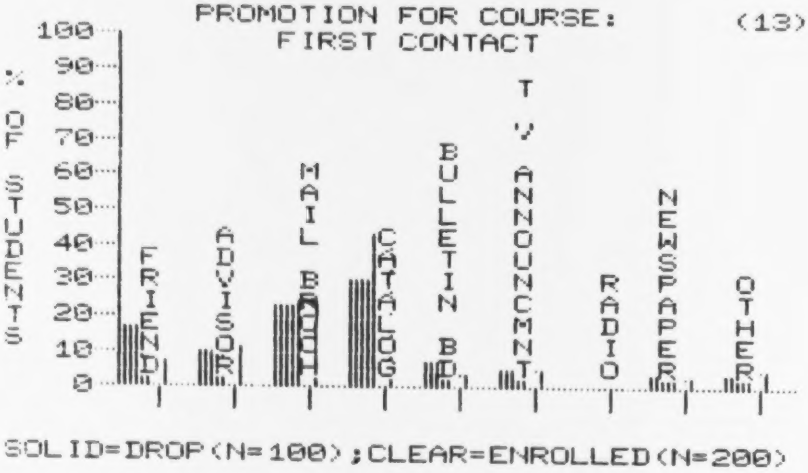
INSTRUCTIONAL LEVEL

COMPARING COST TO ON-CAMPUS COURSE

RATING OF COURSE MATERIALS

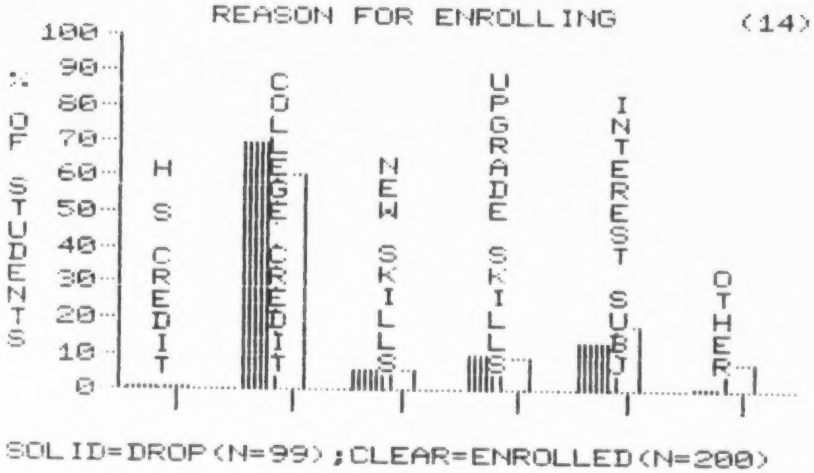
PROGRAM VIEWING

## PROMOTION FOR COURSE



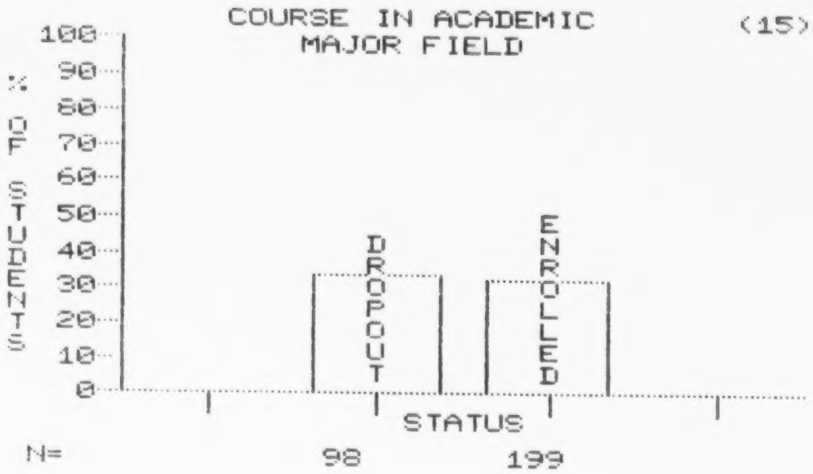
Both dropout and enrolled students indicated that they heard of the course through a course catalog most often. Dropouts were more likely than enrolled students to report that they heard of the course from a friend and less likely to have read about it in a course catalog. Since the institutions offering the Write Course had more experience with telecourses than other institutions, it is not surprising that a network of students exists and that communications among telecourse students is more common.

# REASON FOR ENROLLING



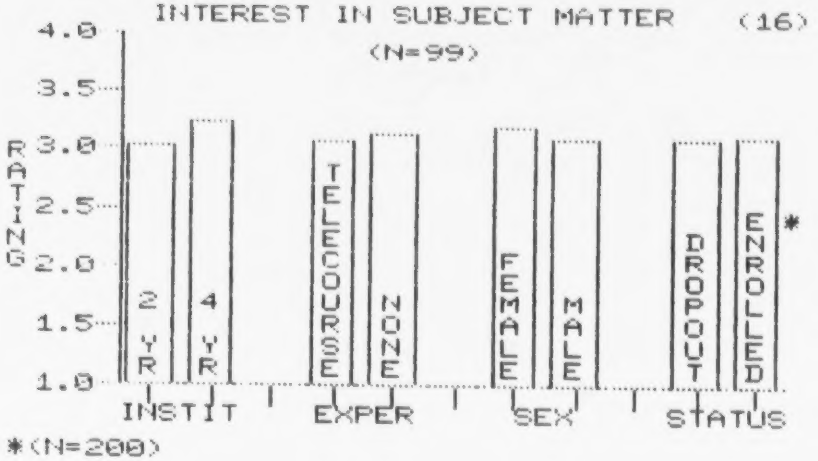
The reason for enrolling in the course was the same for dropout and enrolled students: to obtain college credit.

## COURSE IN ACADEMIC MAJOR



The courses taken by dropouts were in their academic major field as frequently as found among enrolled students.

# INTEREST IN SUBJECT MATTER

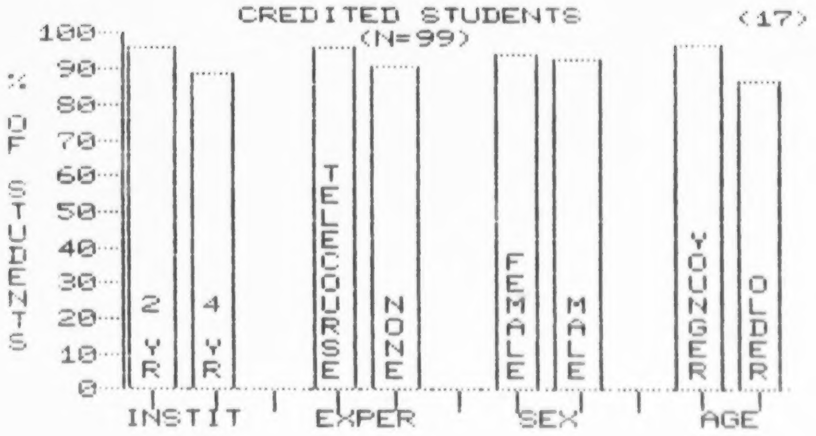


4 = Very
3 = Somewhat
2 = A little
1 = Not at all

The level of interest in the subject matter was similar among dropouts when analyzed according to type of institution, prior telecourse experience, and sex.

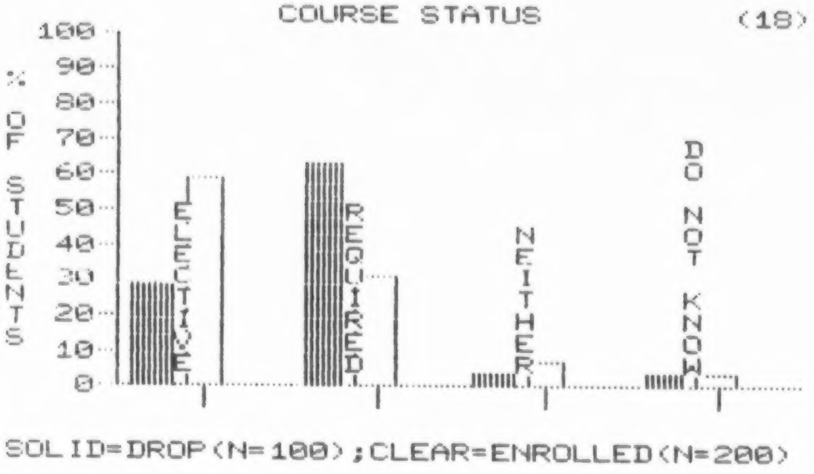
Dropout and enrolled students also reported comparable levels of interest in the subject matter, on the whole.

# CREDITED STUDENTS



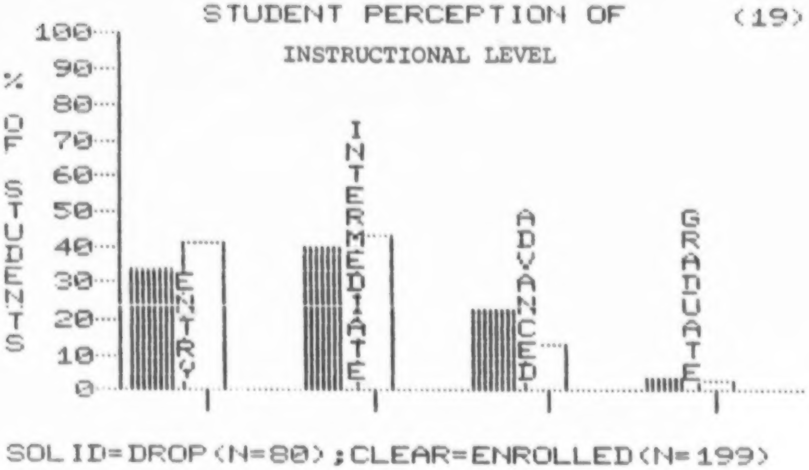
The level of credited students was high across all variables analyzed on dropout students. The level of credited dropout students was 94% while it was 97% for enrolled students.

## COURSE STATUS



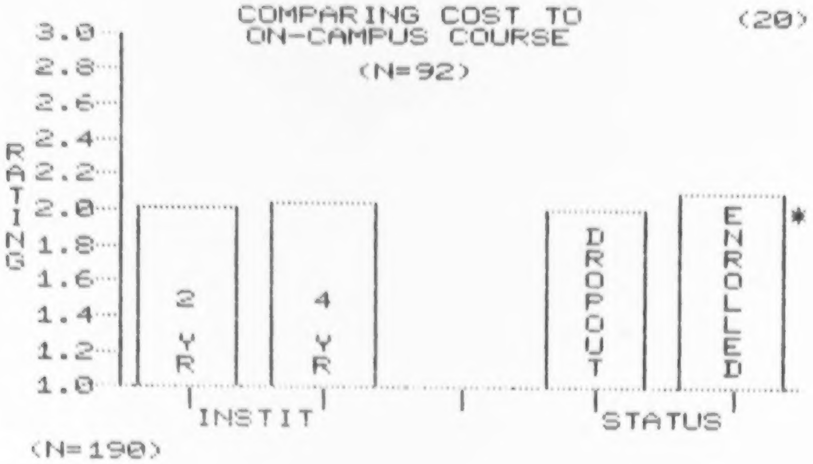
The dropout students reported that the Annenberg/CPB course was a required course more frequently than did enrolled students for all Annenberg/CPB courses. This can be accounted for by the Write Course which fulfilled an English requirement for students.

## INSTRUCTIONAL LEVEL



Students' perception of the instructional level was similar for dropout and enrolled students, on the whole. However, closer analysis of the Write Course vs. other courses taken by dropout students revealed that the Write Course was rated to be more difficult.

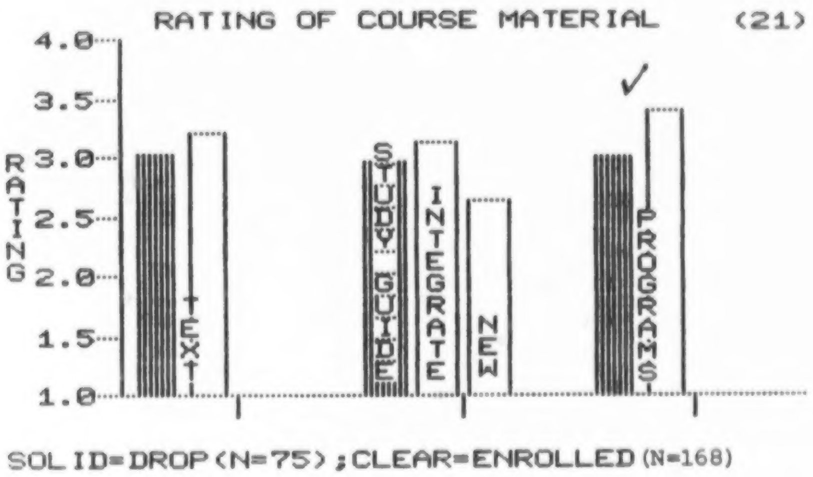
## COMPARING COST TO ON-CAMPUS COURSE



3= More
2= Same
1= Less

Cost of the Annenberg/CPB telecourse was compared to on-campus courses and found to be of comparable cost as reported by dropout students in two- and four-year institutions and by dropout and enrolled students.

## RATING OF COURSE MATERIALS



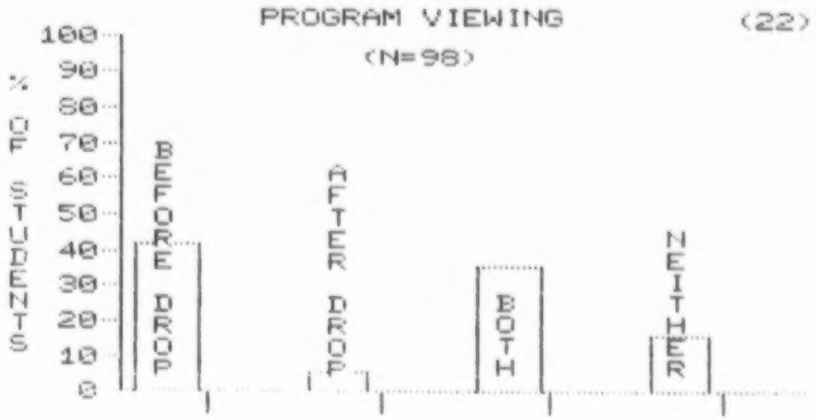
4 = **Excellent**
3 = **Good**
2 = **Fair**
1 = **Poor**

Both dropout and enrolled students were asked to rate the textbook, study guide, and programs in the telecourse. The textbook was rated at a comparable level by dropouts and enrolled students.

The item measuring response to the study guide was not identical for the two student groups. The dropouts rated the study guide overall on a scale of excellent, good, fair, and poor, while enrolled students rated the study guide on how effectively it integrated course material and provided new information. Overall, dropouts and enrolled students rated the study guide at a comparably high level.

The programs were rated higher by enrolled students than by dropout students. When data on the Write Course were compared for the two samples, dropouts rated the programs at 3.01 while enrolled students rated the Write Course programs at 3.31.

## PROGRAM VIEWING



In order to determine dropout students' exposure to the programs, they were asked if they had viewed the programs before dropping the course, after dropping the course, both, or neither. Four out of ten said they saw them before, and more than a third reported that they watched them both before and after. This seems a high level of viewing for a course such as the Write Course which was developed specifically for instructional use.

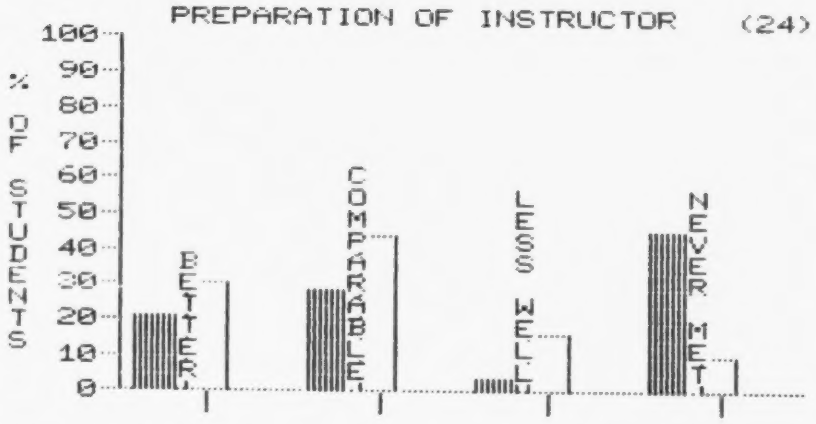
## PART III. THE ROLE OF THE INSTITUTION IN TELECOURSE EXPERIENCE

PREPARATION OF INSTRUCTOR

# ON-CAMPUS CLASSES

ARRIVAL OF PRINT MATERIAL

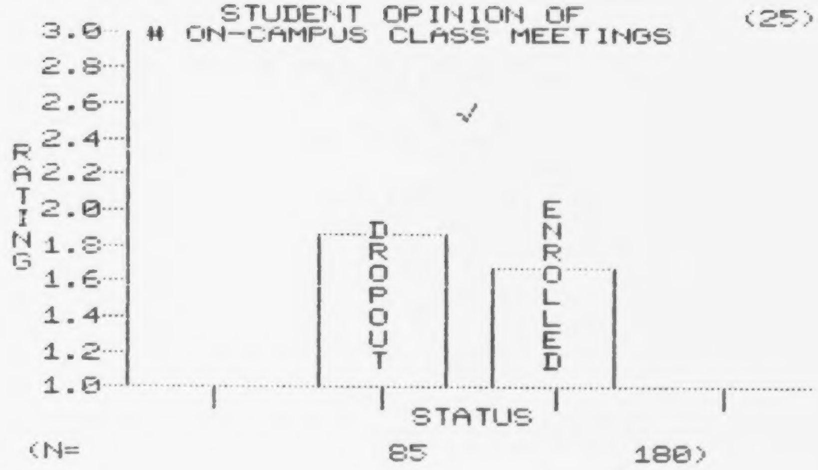
## PREPARATION OF INSTRUCTOR



SOLID=DROP(N=94);CLEAR=ENROLLED(N=196)

Almost half of the dropouts reported that they had never met the instructor of their course. Those who had met the instructor indicated that the instructor seemed at least adequately prepared for the course.

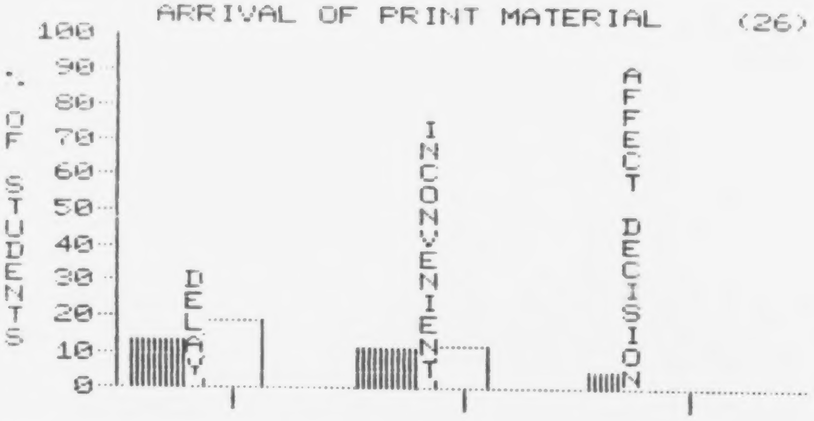
# # ON-CAMPUS CLASSES



**3 = Too many**
**2 = Just right**
**1 = Too few**

It would appear that dropout students were somewhat more likely than enrolled students to report that the number of on-campus class meetings was just about right. However, this response suggests that few students dropped out because there were too many on-campus class meetings.

# ARRIVAL OF PRINT MATERIAL



SOLID=DROP(N=100);CLEAR=ENROLLED(N=199)

Dropout and enrolled students were asked about the late arrival of material in order to determine whether there had been substantial delays in materials which caused inconvenience and a decision to drop the courses. Late arrival of material was cited by only 5% of the dropouts as a reason for dropping the course.

# PART IV. DROPPING OUT OF THE COURSE

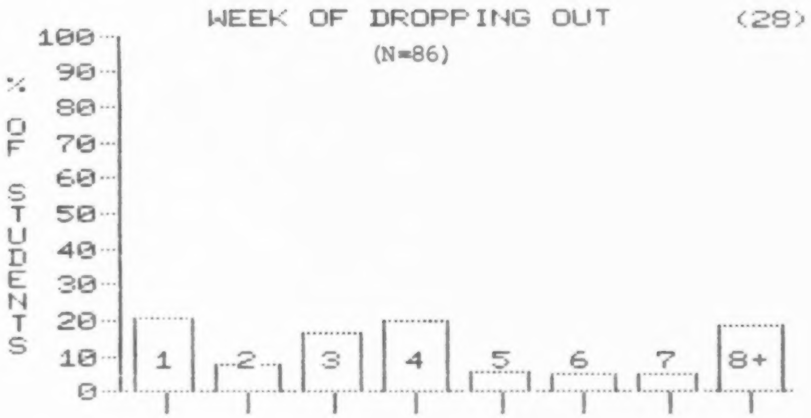
WEEK OF DROPPING OUT

PATTERN OF DROPPING OUT

REASONS FOR DROPPING OUT

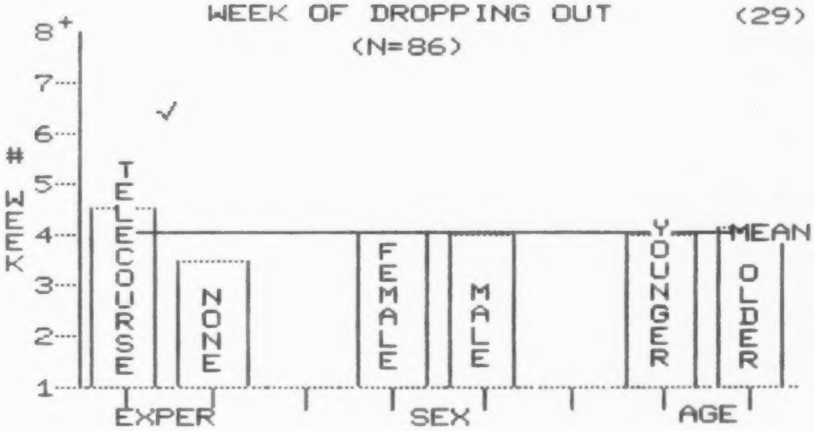
INTEREST IN TELECOURSE

## WEEK OF DROPPING OUT



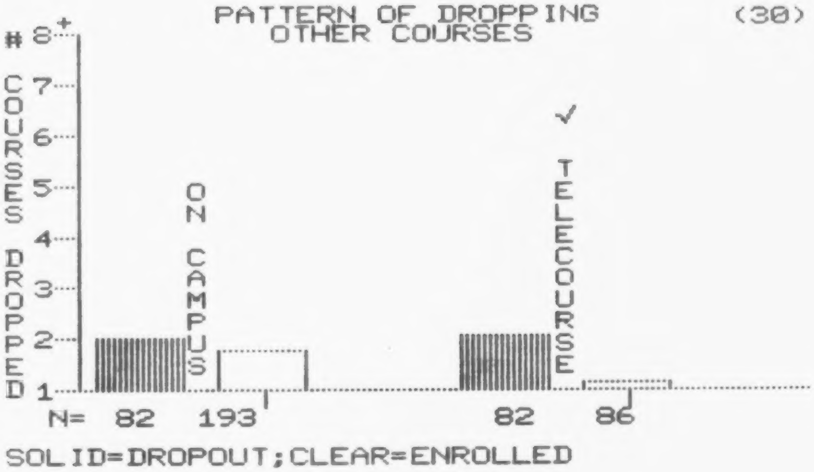
Dropouts were asked in what week they dropped out of the course. Dropping out apparently occurred across the semester although almost three out of ten reported dropping out in the first two weeks. Two out of ten dropout students reported dropping out in the eighth week of the course or later. Dropping out of the Write Course tended to occur later in the semester while about half of the dropout students from other courses dropped out in the first two weeks. It is possible that some institutions did not eliminate early dropouts as part of a review process that students go through before committing to a course.

## WEEK OF DROPPING OUT BY TELECOURSE EXPERIENCE, SEX, AND AGE



When these data were averaged and compared according to telecourse experience, sex, and age, dropout students who had prior telecourse experience were more likely to drop out of a course later in the semester than their peers. No sex or age differences were noted on this item.

# PATTERN OF DROPPING OUT



Items on prior dropout patterns of students were asked of both dropout and enrolled students. Both dropout and enrolled students reported comparable levels of dropping out of on-campus courses. Dropout students did report, however, higher level of dropping out of telecourses than did enrolled students.

## REASONS FOR DROPPING OUT

COURSE RELATED:
Found out I didn't need the credit.
The course turned out to be too detailed.
Talked to other students who didn't like the classes.
Misled concerning amount of work in courses. Missed first 2 weeks of course.
Course offering was not what brochure said it would be.
Course too elementary. Already working in computer field.
Course too hard, too time consuming.
Too difficult -- should have had instructor's input.

PERSONAL REASONS:
Personal reasons.**
Fell behind due to illness.
Caring for father; doing homework difficult. Also too many on-campus meetings; felt phone support enough.
Daughter came down with pneumonia and had to drop course.
Health. In bad accident. Now handicapped.
Personal reasons. Death in the family.
Personal reasons. Nothing to do with course.

SCHEDULING CONFLICTS:
Textbooks arrived too late.
Work schedule interfered and bad hours on TV.
The program was on too early in the day.
School was too far away for the tests.
Didn't fit my schedule.
Change in work hours and couldn't continue course.
Late starters expected to cram to keep up with rest of the group.
Scheduling conflict with other on-campus classes.

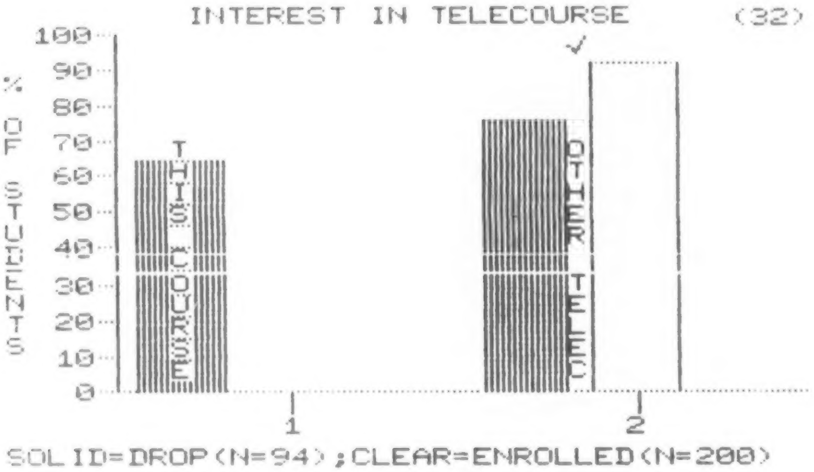
LACK OF TIME:
Too busy with the children.
Too busy, discovered there wasn't enough time.
Not enough hours in the day.
Had to work and couldn't keep up.
Financial problems. Had to go to work.
Enrolled in another telecourse and couldn't do both.
Carrying too many units.
Traveling for job conflicted with class time.

MISSED INTERACTION:
Need to be in class with the instructor, no self-discipline.
Needed on-campus classes for understanding and discipline.
Course not presented in manner whereby I could learn the subject in the best way. Felt need for interaction with instructor.
Lack of availability of lab workshops. Also felt I needed more actual classes.
Need more instructor contact.
Distance between instructor and student -- too much work.
Spoiled by having it on TV -- kept putting off watching. Got behind.

OTHER:
TV reception was poor, couldn't see the program.
Lost interest in the subject.
Had four late assignments. They dropped me.
Transportation problems. Could not get to on-campus meetings.
School's advertising did not indicate course was a telecourse -- needed interaction with teacher.**
Thought it was required for degree credit -- was not, so I dropped it.
Was not sure it was transferable for credit to the university.

At the end of the telephone interview, dropouts were asked why they had dropped out of the Annenberg/CPB course. Their responses were categorized as course related; personal reasons; scheduling conflicts; lack of time; missed interaction with others; and other. Each of these categories received comparable numbers of responses. Course-related responses were mentioned by some but not most students. These included the course not meeting expectations and being too difficult. A variety of personal reasons was offered. The most common reasons for dropping the course were scheduling conflicts and lack of time. Some missed the interaction with others which has been reported a concern in the Student Uses Study.

# INTEREST IN TELECOURSES



Dropout students were asked if they would be interested in taking this course in another semester. Almost two-thirds said that they would. They were also asked if they were interested in taking other telecourses. Three-fourths of the dropout students reported that they would be interested. However, enrolled students were much more likely to report that they would take another telecourse (92% said they would).

# APPENDIX. QUESTIONNAIRE RESPONSES

Research Communications Ltd.

824 Boylston Street Chestnut Hill, MA 02167 617 277-5183

## DROP OUT SURVEY

HELLO, my name is ----- and I am calling for Research Communications in Boston, Massachusetts. We are conducting a nationwide survey of students who have enrolled in a telecourse and subsequently dropped the course. This survey is anonymous. We want to find out what your experience was with this course so that other projects can be more responsive to your needs. This will take only a few minutes of your time.

Directions: Please fill in the appropriate box next to each number on the **LEFT SIDE** of the answer card. Select only **ONE** answer to each question. Make sure you have filled in the box completely. If you change an answer, make sure you have erased the response completely.

1. According to my list, you were enrolled in: [COURSE] last semester. [Fill in if True]

4% (A) Brain
1 (B) Congress
1 (C) Constitution
16 (D) New Literacy
78 (E) Write Course
0 (F) Never enrolled in one of these courses (terminate interview)

2. In what week did you drop out of the course?

13% (A) Before course began
18 (B) During first week
7 (C) During second week
15 (D) During third week
17 (E) During fourth week
5 (F) During fifth week
4 (G) During sixth week
4 (H) During seventh week
16 (I) Eighth week or later

3. At which of the following types of schools did you enroll in this telecourse?

70% (A) Two-year college
27 (B) Four-year college
3 (C) Other

4. While enrolled in this telecourse, were you also enrolled in a course that was taught on-campus?

55% (A) Yes
45 (B) No

5. Prior to taking this telecourse, how interested were you in learning about the subject matter covered in the course?

42% (A) Very interested
35 (B) Somewhat interested
11 (C) A little interested
11 (D) Not at all interested

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

6. Which **ONE** of the following was the **MOST IMPORTANT** reason for enrolling in this course? Was it to______________ [Read each option and check only **ONE**]

1% (A) Earn high school credit
69 (B) Earn college credit toward a degree
6 (C) Developing skills for a new job
10 (D) Upgrade employment skills for present job
13 (E) General interest in subject matter
1 (F) Other reason

7. Which **ONE** of the following factors **BEST** describes why you selected a telecourse as opposed to an on-campus course? Was it because______________ [Read each option and check only **ONE**

48% (A) It minimized your travel to and from campus
2 (B) Wanted to try a new way of taking courses
5 (C) Subject matter not offered on-campus
28 (D) Not available during on-campus class periods
2 (E) Good way to take first college course
14 (F) Other reason

8. Was this telecourse in your academic major field?

34% (A) Yes
58 (B) No
8 (C) Had no academic major at the time

9. How did you **FIRST** hear or learn of the telecourse?

17% (A) Friend
10 (B) Advisor
23 (C) Mail brochure
30 (D) Course catalog from institution
7 (E) Saw brochure or bulletin board poster
5 (F) TV announcement
0 (G) Radio announcement
4 (H) Newspaper article
4 (I) Other

10. How many on-campus courses have you dropped after the first two weeks of the course?

56% (A) None
20 (B) One
16 (C) Two
2 (D) Three
2 (E) Four
2 (F) Five
1 (G) Six
1 (H) Seven or more

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

11. How many telecourses did you drop after the first two weeks of the course?

31% (A) None
50 (B) One
13 (C) Two
4 (D) Three
2 (E) Four
0 (F) Five
0 (G) Six
0 (H) Seven or more

12. Would you rate this course to be:

28% (A) Entry level
33 (B) Intermediate
18 (C) Advanced
3 (D) Graduate
18 (E) Do not know

13. How many credits would you have earned for the course?

6% (A) Not for credit
7 (B) One
7 (C) Two
74 (D) Three
5 (E) Four
0 (F) Five
1 (G) Six

14. Was the course an elective or required course?

29% (A) Elective
63 (B) Required
4 (C) Neither
4 (D) Do not know

15. Did you experience any delays beyond the first week of classes when purchasing any of the print materials?

13% (A) Yes
87 (B) No

16. Were you caused any inconvenience in purchasing materials late?

11% (A) Yes
2 (B) No
87 (C) Did not experience delays

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

17. Did the late arrival of materials affect your decision to drop the course?

5% [A] Yes
8 [B] No
87 [C] Did not experience delays

18. How well prepared was the instructor for this course? [Read each option and check only **ONE**]

21% [A] Better prepared than for other courses
28 [B] Comparable to other courses
4 [C] Less well prepared than for other courses
45 [D] Never met an instructor
1 [E] Have not taken other courses

19. In your opinion were the number of scheduled on-campus classes:

6% [A] Too many
74 [B] Just about right
20 [C] Too few

20. How does the tuition for this course compare to that for on-campus courses with the same number of credits?

9% [A] Less
75 [B] Same
9 [C] More
7 [D] Have not taken on-campus course

**For what reason did you decide not to continue with the course?**

[Go to open ended form and record reason **in respondent's own words**]

21. Would you consider taking this telecourse in another semester ?

64% [A] Yes
36 [B] No

22. Would you consider taking another telecourse in another semester?

76% [A] Yes
24 [B] No

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

23. On the whole, how would you rate the quality of the textbook for this course?

19% (A) Excellent
42 (B) Good
12 (C) Fair
2 (D) Poor
24 (E) Did not use textbook

24. How would you rate the study guide for this course?

18% (A) Excellent
38 (B) Good
17 (C) Fair
4 (D) Poor
22 (E) Did not use study guide

25. Did you view any television programs in the series:

42% (A) Before dropping the course
6 (B) After dropping the course
36 (C) Both before and after dropping the course
16 (D) Neither before nor after dropping the course

26. How would you rate the television programs for this course? [Read each option and check only **ONE** response]

28% (A) Excellent
33 (B) Good
19 (C) Fair
4 (D) Poor
16 (E) Did not view the television programs

**NOW I HAVE A FEW BACKGROUND QUESTIONS I WOULD LIKE TO ASK YOU SO THAT WE CAN DIVIDE UP RESPONSES INTO GROUPS. REMEMBER THAT YOUR RESPONSES ARE ANONYMOUS.**

27. Check one: [Without asking respondent]

73% (A) Female
27 (B) Male

28. How old are you?

26% (A) 18-22 years of age
42 (B) 23-34 years of age
21 (C) 35-49 years of age
10 (D) 50 years of age or older

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

29. Do you work:

22% (A) Part-time outside the home
56 (B) Full-time outside the home
7 (C) Full-time as a homemaker
13 (D) Have no job at the present time
2 (E) Other

30. On a regular work day, during which period of time do you work **MOST** hours?

57% (A) 8 AM to 5 PM
22 (B) 5 PM to 1 AM
7 (C) 1 AM to 8 AM
14 (D) Do not work

31. Which of the following **BEST** describes your school enrollment status?

8% (A) High school
45 (B) Two-year college credited program
19 (C) Four-year college credited program
28 (D) Not currently enrolled in credited program

32. Do you own a videocassette recorder?

42% (A) Yes
58 (B) No

33. What year are you in college?

27% (A) Freshman
29 (B) Sophomore
14 (C) Junior
6 (D) Senior
24 (E) Not currently enrolled

34. What is the highest academic degree you hope to achieve?

14% (A) None
15 (B) Associate Degree
42 (C) Bachelor's Degree
22 (D) Master's Degree
6 (E) Doctoral Degree

PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.

35. How many telecourses have you taken other than this one? [Include other enrollments this semester.]

45% (A) None
26 (B) One
14 (C) Two
9 (D) Three
4 (E) Four
0 (F) Five
1 (G) Six
0 (H) Seven
1 (I) More than seven

36. Have you **EVER** taken an on-campus college-level course?

80% (A) Yes
20 (B) No

37. How many courses did you take this semester? [Include all courses, both on-campus and off-campus.]

20% (A) None
21 (B) 1
18 (C) 2
12 (D) 3
13 (E) 4
7 (F) 5
6 (G) 6
1 (H) 7 or more

38. What is your ethnic or racial background?

71% (A) Caucasian or white
13 (B) Mexican, Chicano, Hispanic, Puerto Rican
2 (C) Black
10 (D) Asian
3 (E) Other

39. Is your total household income:

10% (A) Under $10,000 a year
10 (B) From $10,000 to $14,999
17 (C) From $15,000 to $19,999
13 (D) From $20,000 to $24,999
7 (E) From $25,000 to $29,999
5 (F) From $30,000 to $34,999
6 (G) From $35,000 to $39,999
22 (H) Over $40,000
10 (I) Do not know

**PLEASE GO ON TO THE NEXT PAGE OF THE QUESTIONNAIRE.**

Open-ended: For what reason did you decide not to continue with the course?

OPEN-ENDED: FOR WHAT REASON DID YOU DECIDE NOT TO CONTINUE WITH THE COURSE?

COURSE RELATED:

The instructor told me the class was too advanced for me.
I found out I didn't need the credit.
The course turned out to be too detailed.
The course sucked.
Talked to other students who didn't like the classes.
3rd telecourse I've taken. Very disappointed with this one. Instructor kept changing the lesson, didn't correlate with the TV program.
Attitude of teacher. She did her best, but instructor intimated that I copied my term paper. Very hurt and insulted.
Misled concerning amount of work in courses. Also missed first 2 weeks of course.
Was not the right course for transfer credits.
Course offering was not what brochure said it would be.
Course too elementary. Already working in computer field. Signed up by mistake.
Teacher told me the course was "over my head."
Teacher advised us to take a composition course first.
Had to wait 2 semesters to take the course, then found the TV part different and dropped it.
Course too hard, too time-consuming.
Too difficult should have had instructors input.

PERSONAL REASONS:

Personal reasons.**
Due to illness.
Caring for father; doing homework difficult. Also too many on-campus meetings; felt phone support enough.
Daughter came down with pneumonia and had to drop course.
Health. In bad accident. Now handicapped.
Personal reasons. Death in the family.
Personal reasons. Nothing to do with the course.
Took an incomplete due to illness, did not technically drop course. Will complete it and receive grade.
Personal reasons. Illness in family.
Fell behind due to illness.
Bad health, hard to keep up.

SCHEDULING CONFLICTS:

Textbooks arrived too late.
Work schedule interfered and bad hours on TV.
The program was on too early in the day.
School was too far away for the tests.
Didn't fit my schedule.
Change in work hours and couldn't continue course.
Late starters expected to cram to keep up with rest of the group.
Scheduling conflict with other on-campus classes.
Course (NL) was supposed to be beamed into the school. It was changed, unannounced, to another public school at an inconvenient time.
Misrepresentation in school catalog. Labs not listed and didn't know I had to attend lab when I signed up.
Because of the inaccessibility of the videotapes and also before the instructor came we were four weeks into class. It was just too late starting. We had to watch the tapes at a time when I worked.
Conflicted with work hours.
Out of books at beginning of course -- too difficult to catch up after course began on television.

LACK OF TIME:

Too busy with the children.
Too busy, discovered there wasn't enough time.
Too many children and not enough time.
Too busy to get to the classes.
Not enough hours in the day.
Had to work and couldn't keep up.
Time factor -- doing too much.
Didn't have the time for the course.
Financial problems. Had to go to work.
Enrolled in another telecourse and couldn't do both.
Began working. Did not have time.
Overcommitted. Also had difficulty understanding what was required via TV programs. Too much interaction between characters in TV drama. Too cutesy.
Had too much work to do in other classes. Also my job was interfering.
Insufficient time. Had to work.
Time factor. Work and other courses interfered. However, signed up for another one.
Carrying too many units.
Working full time. Too many things to do.
Taking several other courses. Too much of a course load.
Traveling for job conflicted with class time.
Called back to work. Had to drop.
No time.
Insufficient time. Fell behind and dropped course.,

MISSED INTERACTION:

Time conflicts. No self-discipline.
Spoiled by having it on TV, kept putting off watching.
Need to be in class with the instructor, no self-discipline.
Needed on-campus classes for understanding and discipline.
Course not presented in manner whereby I could learn the subject in the best way. Felt need for interaction with instructor.
Lack of availability of lab workshops. Also felt I needed more actual classes.
Need more instructor contact.
Distance between instructor and student -- too much work.
Great course -- too much writing, thought the television part great.
Got behind. Couldn't catch up to writing assignments.

OTHER:

TV reception was poor, couldn't see the program.
Lost interest in the subject.
Had four late assignments. They dropped me.
Transportation problems. Could not get to on-campus meetings.
Too confusing to keep track of time differences of classes.
Information on course from advisors was confusing.
School's advertising did not indicate course was a telecourse -- needed interaction with teacher.**
Taking another computer course on-campus at same time. Chose to continue on-campus courses and defer telecourse.
Thought it was required for degree credit -- was not, so I dropped it.
Was not sure it was transferable for credit to the university.
Would have gotten an F if I hadn't dropped it. Waited too long to turn in projects.

Research Communications, Ltd.

# STUDY LOG REPORT
# FOR THE
# ANNENBERG/CPB TELECOURSES
# IN THE FALL OF 1984

PREPARED FOR:

Annenberg/CPB Project
Corporation for Public Broadcasting
1111 Sixteenth Street NW
Washington, D.C. 20036

PREPARED BY:

Research Communications, Ltd.
824 Boylston Street
Chestnut Hill, MA 02167

FEBRUARY 1985

# REPORT ON STUDY LOGS FOR THE ANNENBERG/CPB TELECOURSES

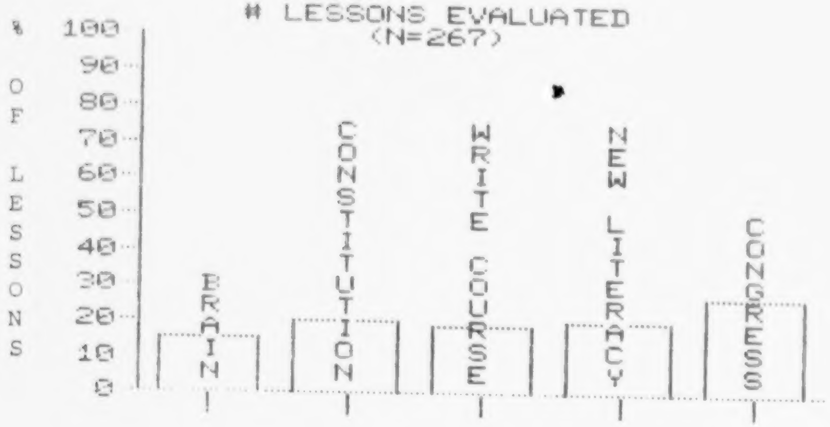
This report contains data from the study logs which were maintained by students enrolled in the five courses. All students participating in the midpoint evaluation were asked to maintain logs for the last third of the course. A total of 267 study logs for 85 students were processed. The appendix contains a copy of the study log. Items on the study log which were processed and are reported here include number of programs viewed and textbook and study guide assignments read as well as ratings for each. Comments for each lesson have also been transcribed and reported here.

## REPORT FORMAT

| | PAGE |
|---|---|
| Number of Lessons Evaluated | 2 |
| Viewing of Programs | 3 |
| Program Ratings | 4 |
| Comments on Programs Viewed | 5 |
| Textbook Assignments Completed | 6 |
| Textbook Ratings | 7 |
| Comments on Textbook Material | 8 |
| Study Guide Assignments Completed | 9 |
| Study Guide Ratings | 10 |
| Comments on the Study Guide | 11 |
| Studied More than One Day | 12 |
| Number of Hours Studied | 13 |
| Comments on Assignments | 14 |
| Comments on Quizzes and Tests | 15 |
| Contact with the Institution | 16 |

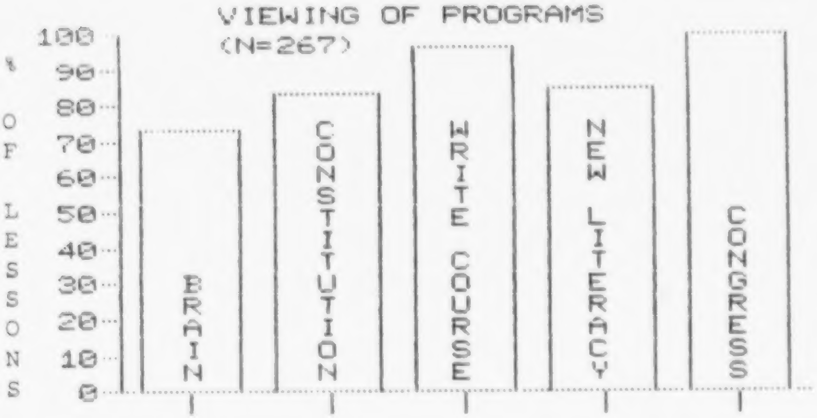
Appendix A. Questionnaire Responses
B. Study Log Comments

# NUMBER OF LESSONS EVALUATED



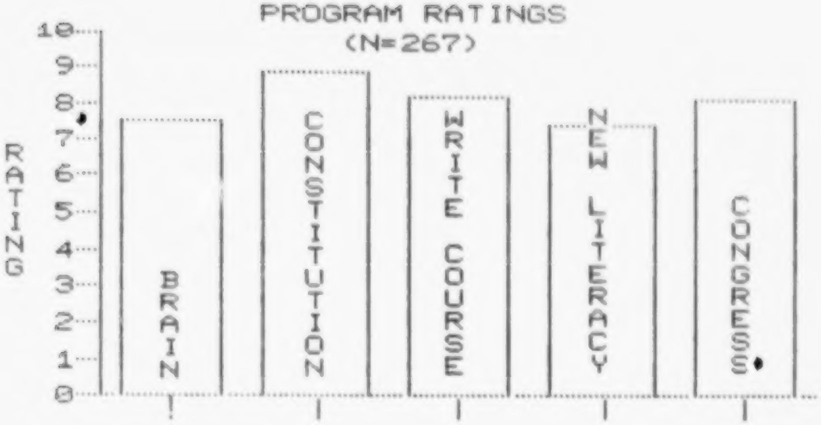
Approximately equal numbers of study logs were processed for each of the five courses with the fewest noted on the Brain and the most on the Congress.

## VIEWING OF PROGRAMS



Viewing of programs for the last third of the course was highest for the Write Course and Congress series and lowest for the Brain. On the average, 89% of the programs in the lessons were viewed. This is comparable to that reported on the questionnaire for viewing of the entire series. While levels of viewing were comparable for four of the five series, viewing of the Brain for all programs in the series was 94% as compared with only 73% on the study logs.

## PROGRAM RATINGS



Program ratings for the series ranged from 7.4 to 8.9. These ratings were comparable to the excellent, good, fair, and poor ratings given to the series for all five courses. These ratings are also comparable to data obtained by RCL on homeviewing of series among loyal or regular viewers.

## COMMENTS ON PROGRAMS VIEWED

BRAIN

**Learning and Memory #7:**
Earlier programs more concise.
**Madness #9:**
They spent too much time on the people with schizophrenia -- no explanation or talking -- very boring.
**States of Mind #10:**
Felt that the program and book did not cover enough "future" material.

CONSTITUTION

I enjoyed every program. The course was a pleasure -- only complaint is 10 P.M. is too late and future courses should be earlier.**
**The Sovereign Self: Right To Live, Right To Die #10:**
Opens up with real dialogue.
The authorities on the show were more focused on. Some of the other panelists need to be prompted more to give their views. This would stimulate more thought.

WRITE COURSE

**Revision Strategies #21 / Using The Writer's Tools #22:**
It is good to stress that one should edit one's writing. There is a temptation to skip this step.
**Discovering the Library #23 / Writing a Research Paper #24:**
A good script -- very informative.
**Writing at Work #27 / Report and Proposal Writing #28:**
The statement about format is appropriate. There is a form for everything.

NEW LITERACY

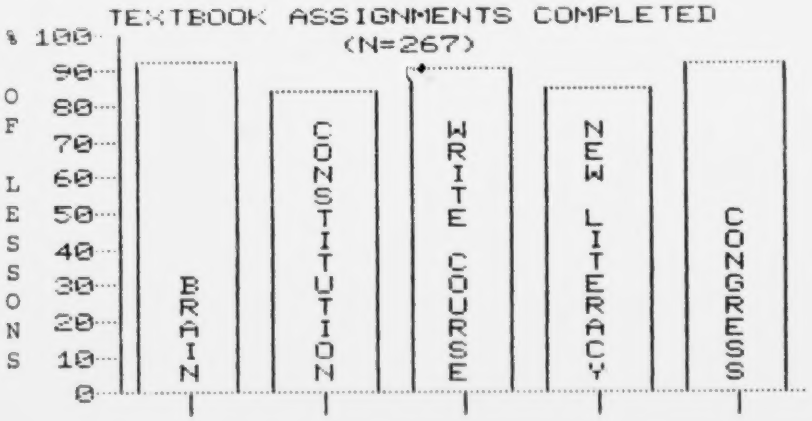
The programs are well presented but move very fast. It is impossible to take comprehensive notes.
I feel that I have viewed the whole course, I can go back and study it.
I saw that the programs are going to be run again on TV. I definitely plan to watch again.

CONGRESS

**Congress and The Bureaucracy #21 / Congress and The Court #22:**
These programs were more complicated and sometimes harder to follow than previous programs.
**Congress and The Media #23 / Congressional Ethics #24:**
Very informative -- easy to understand. Enjoyed the Congressman who never changed his uninhibited speeches after televised airings.

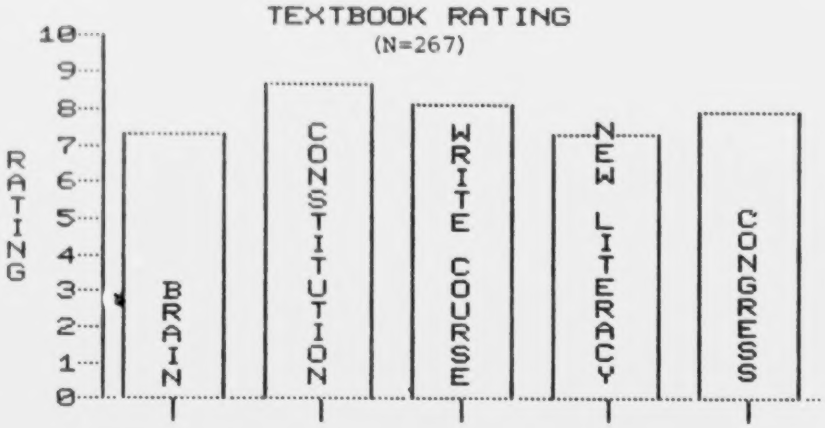
Most of the comments on the programs were positive.

## TEXTBOOK ASSIGNMENTS COMPLETED



A majority of textbook assignments was completed as recorded on the study logs. When completion rates for the textbook were compared between the study logs (for the last third of the course) with the questionnaire data (for the whole course) the completion rate on the study logs was twice what it had been on the questionnaire. Two possible explanations are offered. First, students may have been more likely to study on a more regular basis as they approached the final exam. Second, maintaining study logs may have had a more substantial effect on studying than reported by the 12% who admitted that there was an effect.

## TEXTBOOK RATINGS



Textbook ratings were also high for the five courses ranging from 7.3 to 8.7. These ratings are comparable to those for the programs in the study logs and in the questionnaire.

## COMMENTS ON TEXTBOOK MATERIAL

BRAIN

**Learning and Memory #7:**
Very interesting reading -- material was well written.
Felt the chapter was easily readable and easier to commit to memory.
**The Two Brains #8:**
A lot of good information -- graphs and pictures carry information across.
Never really gave us the facts.
**Madness #9:**
Book has excellent charts and pictures.
I liked the text much better, it was more concise and well-rounded.
**States of Mind #10:**
Reading was interesting and thought provoking.
More philosophy than fact. Dragged.

CONSTITUTION

Books well written, especially Dr. Wolk's. It's so easy to understand.
**School Prayer, Gun Control, and The Right to Assemble #9:**
Succinct and concise discussion of a complex topic.
**The Sovereign Self: Right To Live, Right To Die #10:**
Good basis for discussion.
**Affirmative Action Versus Reverse Discrimination #__:**
The textbook is a challenge in raising constitutional issues but connection with TV shows needed to be explained.

WRITE COURSE

**Words and Meanings #19 / Word Strategy #20:**
Clear presentation of use of words.
**Revision Strategies #21 / Using The Writer's Tools #22:**
That's quite a bit of reading. One can't scan that text.
A good reference chapter.
**Discovering the Library #23 / Writing a Research Paper #24:**
Not enough explanation in books for assignment.
More of a reference work than a chapter of rules to be remembered.

NEW LITERACY

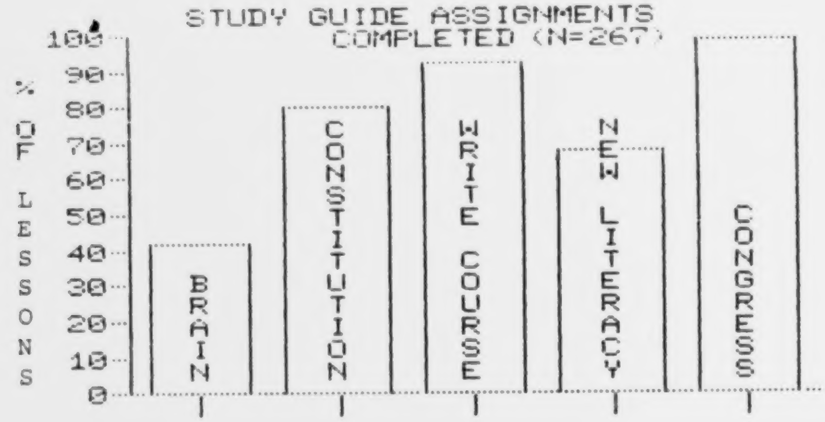
**Programming Languages #16:**
I found the material on programming and structured programming boring and confusing -- perhaps too technical for a general interest course.
**The Programming Environment #17 / Operating Systems #18:**
Material became more complex and difficult to grasp. Chapter 14 more intermediate level.
**System Options #19 / Computer Files and Databases #20:**
Figure 15.7 is a good photo, but not informative.

CONGRESS

**Congress and The Bureaucracy #21 / Congress and The Court #22:**
A lot of material that is hard to grasp the first reading.
Reading was fairly interesting. News coverage of House and Senate and press coverage were interesting key issues.
**Congress and The Media #23 / Congressional Ethics #24:**
Understandable -- easy to follow.
Need to read textbook before viewing programs.

Students commented on the correspondence between the textbook and the television programs. Negative comments were made on material that appeared to be more of a reference than an informative text which integrated information.

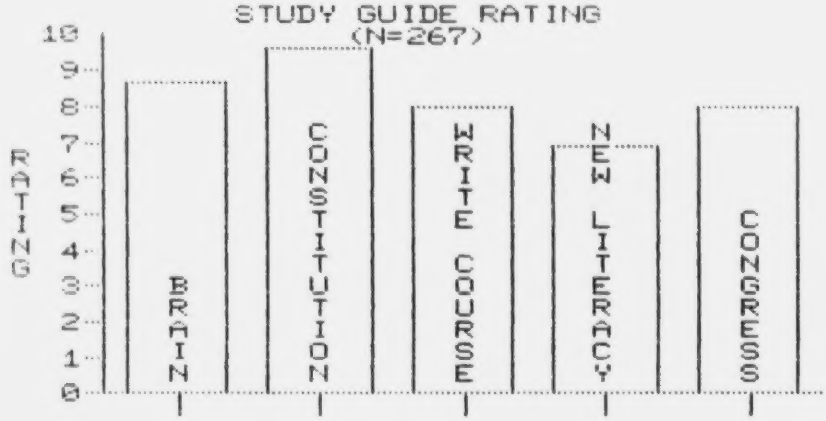
## STUDY GUIDE ASSIGNMENTS COMPLETED



Fewer study guide assignments than textbook assignments were completed. Only 42% of the study guide lessons for the Brain and 68% of the New Literacy were completed. These data do not correspond closely with the questionnaire data. There was a completion rate of 80% on the study guide assignments reported in the study logs while the completion rate of study guide assignments reported in the questionnaire was 49%.

Low levels of completion rates for the study guide are not surprising since the study guides were rated low by students on their introduction of new information. Since they were rated high on integrating information, students probably used them purposively to reinforce their learning and for review as needed.

## STUDY GUIDE RATINGS



Ratings for the Brain and Constitution study guides were high while the ratings for the New Literacy were lowest. In the questionnaire, the Constitution study guide was also rated higher than those for the other courses. The study guide ratings across all five courses were comparable for the study logs and on the questionnaires.

## COMMENTS ON STUDY GUIDE

BRAIN

**The Two Brains #8:**
It was more detailed and in some of the areas covered information not covered in the text.
**Madness #9:**
Nothing unusual -- it was just good reinforcement.

CONSTITUTION

Most helpful.
Covered cases well. Good reading.
Easy to read and relevant for all the programs.
**Affirmative Action Versus Reverse Discrimination #__:**
Enjoyed this chapter. Thought it did a good job of recounting history of affirmative action. (Ch. 2)
The study guide spelled out the issues on Civil Rights quite carefully.

WRITE COURSE

**Revision Strategies #21 / Using The Writer's Tools #22:**
I'm not ready for this. I need information I don't have.
**Discovering the Library #23 / Writing a Research Paper #24:**
The concept of a "search strategy" will be helpful to me.
**Writing about Books #25 / The Essay Test #26:**
This was a very good section about essay tests.
**Writing at Work #27 / Report and Proposal Writing #28:**
Reminders to keep it brief and simple bear the repetition they receive.

NEW LITERACY

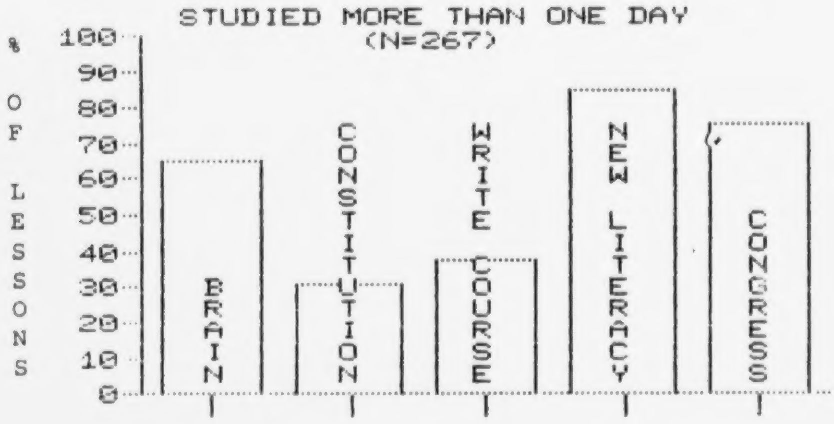
It helped tremendously to correlate material between the two books.
Possibly make available (at libraries?) the study guide geared for the non-television course.
**Programming Languages #16:**
A lot of important detail. Self-test too lengthy.
**System Options #19 / Computer Files and Databases #20:**
Too much terminology -- necessary for a beginner?

CONGRESS

Without study guide I would fail the class. Brings program and textbook together.
Have found the study guide to be a good/fair introduction to the topic.
Reviewed questions in back of study guide as review for final.
**The Power of The Purse #25 / An Assessment of Congress #26:**
Self-test question #4 for program 25 is unfair and unclear. I carefully checked text and study guide and found no clear statement to answer any such question's enumerated choice of answers.

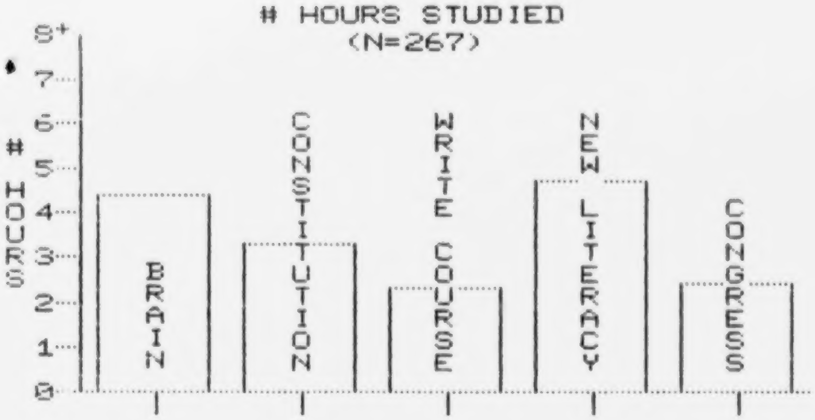
Students commented about specific things that they learned from the study guide. They also commented on how helpful the self-tests were in providing them with an indication of how well they had mastered the material.

## STUDIED MORE THAN ONE DAY



A majority of students in the Brain, New Literacy, and Congress courses studied more than one day while a majority of the Constitution and Write Course students tended to complete all of their work in a single day. Across all five courses, more than half (59%) reported that they studied more than one day.

## NUMBER OF HOURS STUDIED



Studying for the Brain and New Literacy averaged over 4 hours a week while the other three courses ranged from 2 to 3.3 hours of studying a week. These findings corroborate those reported in the questionnaire. On the study log, the average number of hours studied per week was 3.4 while it was 3.6 as reported on the questionnaire.

# COMMENTS ON ASSIGNMENTS

BRAIN

**Learning and Memory #7:**
Did an outline on the chapter*** (detailed -- took about 4 hours to complete).
**The Two Brains #8:**
Did an outline on the chapter*** (detailed -- took about 5 hours to complete).
Assignments to summarize chapter -- write 5 multiple choice questions.
**Madness #9:**
Did an outline on the chapter*** (detailed -- took about 5 hours to complete).
Summarize chapter -- write 5 multiple choice questions.

CONSTITUTION

Some research done on voluntary term paper.
The study guide -- instead of taking the cases and giving an outline for comparison, review objects of the cases. Constitution in Plain Language 1st Amendment.
The strength of the study guide lies in its relating the cases as real events affecting our lives (i.e. Simpson-Mazzoli Bill).
**The Sovereign Self: Right To Live, Right To Die #10:**
Wolk page 30 -- The Constitution.

WRITE COURSE

Rough draft of Halfway House due.*****
500 word final draft on Halfway House.*****
Working draft of "A Local Issue".****
Final draft of a Local Issue.*** I did research and worked many hours on this assignment. It turned out to be the most interesting and challenging assignment.
Writing in a journal -- completed.
Go to a lecture -- write down feelings and detail -- write in journal.

NEW LITERACY

**System Options #19 / Computer Files and Databases #20:**
Due: Secure samples of output of periodic, exception, demand and predictive reports from a MIS Computer system -- all completed.
MIS provide output in types. Group into categories from school, hospital, business, etc. Busy work! Requires a great deal of time.
**Computer Security #25 / Issues and Trends in Computing #26:**
Wrote an article dealing with federal laws dealing with protection of individual rights.**

CONGRESS

I myself after reading each chapter wrote out a 3 or 4 page summary of what I thought were the most important points of said chapter(s). I used these notes as a study aid for the 2 examinations.
Project -- 8-10 page term paper.
Project -- report on Congressional staffing.

- Assignments which students completed included outlines, voluntary term papers, drafts of writing, and computer exercises.

## COMMENTS ON QUIZZES AND TESTS

BRAIN

**Learning and Memory #7:**
Open book quiz #7.
Final exam -- scored 96 out of 100. I got an A in the class.
Take-home quiz (20 questions -- multiple choice, true or false, matching and fill-in-the-blank).
20 question quiz.
1 mail-in quiz, open book, fairly easy.
1 take-home quiz. 1 Final -- questions same format as tests, only longer.

CONSTITUTION

WRITE COURSE

Timed writing test (1 hour).***
Timed writing test (2 hour).**
On campus final.
One hour essays on a given subject.
None.***

NEW LITERACY

Test on chapters 7-12.**
There are self-tests at the end of each telecourse chapter. These are required every week and
Final exam not easy. Instructor used a cross section of prepared questions supplied -- grades were scaled up -- everyone scored in high to mid seventies or lower -- once again, a tough course.

CONGRESS

Completed self tests.** Found questions unclear. Also found errors (i.e. #3 of self test 26).
Self tests pages 154-159.
Multiple choice and essay test.
I always do the self-test questions program by program and very seldom can get 75% accuracy (checked with the self-test answers). Usually I do these after the program. When I read them prior to the program and then again after, I can "hear" the answer, though not always and receive a better score.
Multiple choice quiz in class.
Final exam -- combination multiple choice and essay.
Midterm -- units 8,9 and 10. Final -- units 11,12 and 13.
Test -- multiple choice, identifiers, essay.

Students commented on use of self-tests, midterms and final exams.

## CONTACT WITH THE INSTITUTION

**BRAIN**

Mail-in quiz.*** No.******
Phone call regarding course.
Received a note listing the grades I got for previous homework.
Discussion period on campus November 14th.
Saw instructor to pick up the second half of the quizzes.
Yes -- talked with instructor about content expected in summaries. Doing O.K..
Teacher let us review our mail-in quizzes before test.
Discussion period on campus December 10th. Final exam on campus December 11th, completed.

**CONSTITUTION**

Attended optional seminar on campus -- only professor and two other students were present.
With a little more work from Advisor it could really be well worth the time and effort.
Met at college.
Library research for connection and understanding to be fully made clear on campus.
I had contact with another student.
Yes, phone calls.

**WRITE COURSE**

Phone conversations.** Mail.
Phone conversation with instructor, wanting to know what to expect for a timed writing test.
20 minute conference with instructor as required. Talked over papers and notebook and journal.
Mail -- last assignment graded and returned. Remarks vague -- not sure how to correct paper to instructors specifications.
Written communication regarding last assignment.

**NEW LITERACY**

No, however did receive test on chapters 7-12 on Tuesday, November 19, 1984.
Talked to my professor on the telephone concerning when the mid-term would be.
No assistance other than using Pattee Library on campus as a major source of reference.
Only by written note when I sent in a lesson. I couldn't reach him by phone and limited office hours made it difficult to make contact.
Contact through research project conducted by Annenberg Project and PSU. Also, contact with instructor by mail.

**CONGRESS**

No.****
Review session prior to test.
Only student contact was with the optional discussion test preview and test hours. I phoned the department to find out class meeting since we'd had such problems with meeting places. I have received several pieces of mail regarding the class, etc.
On campus class. We had a speaker -- John Durkin, a former US Senator who is now a lobbyist. This was the project of one of the classmates.

A space was provided on the study log to describe any kind of contact students had with their institution. The purpose of this item was to determine whether the questions included for the review sessions reflected the kinds of services provided at the institution. Students described contacting the instructor by mail and by phone and attending on-campus class sessions. No additional types of contact were mentioned.

# APPENDIX A. QUESTIONNAIRE RESPONSES

STUDENT LOG FOR TELECOURSE:______________________ ID#___
(Name of Telecourse)

WEEK #__ :______________________ Lesson #___________
(Month/Date)

**DIRECTIONS:** Fill in the program title, textbook chapter, or study guide chapter as well as the date and time you reviewed them. Please go back next to each item listed and give it a rating on a scale of 0 to 10 where 0 is the lowest score and 10 is the highest. Leave the Score blank if you did not review the material.

Programs Assigned:

| | | | | |
|---|---|---|---|---|
| :______ Title and # | ______ Date | ______ Time | ______ √if viewed | ______ Score |
| :______ Title and # | ______ Date | ______ Time | ______ √if viewed | ______ Score |
| :______ Title and # | ______ Date | ______ Time | ______ √if viewed | ______ Score |

Comments on program(s) viewed:

Textbook Assignment:

| | | | | | |
|---|---|---|---|---|---|
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |

Comments on textbook material read:

Study Guide Assignment:

| | | | | | |
|---|---|---|---|---|---|
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |
| :______ Chapter/pages | ______ Start Date | ______ Finish Date | ______ # hrs. | ______ √if completed | ______ Score |

Comments on study guide material read:

Other Assignments given: (Describe and comment briefly. Check each completed)

______________________________________________

______________________________________________

______________________________________________

Quizzes/Tests Completed: (Describe and comment briefly)______________

______________________________________________

______________________________________________

Did you have any contact with your institution or other students in the course? (Please describe and comment briefly) Consider: on-campus classes, phone conversations, mail.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

STUDY LOG LESSON

1. Course evaluated

15%--(A) Brain
20--(B) Constitution
19--(C) Write Course
20--(D) New Literacy
27--(E) Congress

2. Program Viewed

89%--(A) Yes
11--(B) No

3. Program Rating

1%--(A) 2 or less
1--(B) 3
1--(C) 4
6--(D) 5
8--(E) 6
11--(F) 7
31--(G) 8
20--(H) 9
21--(I)10

4. Program Viewed

95%--(A) Yes
5--(B) No

5. Program Rating

0%--(A) 2 or less
1--(B) 3
2--(C) 4
5--(D) 5
7--(E) 6
13--(F) 7
39--(G) 8
16--(H) 9
16--(I)10

6. Textbook Assignment Completed

89%--(A) Yes
11--(B) No

7. Textbook Rating (Average all ratings)

--0%-(A) 2 or less
--1--(B) 3
--1--(C) 4
--9--(D) 5
--9--(E) 6
-20--(F) 7
-25--(G) 8
-18--(H) 9
-18--(I)10

8. Study Guide Assignment Completed

-80%-(A) Yes
-20--(B) No

9. Study Guide Rating (Average all ratings)

--1%-(A) 2 or less
--1--(B) 3
--0--(C) 4
--3--(D) 5
-10--(E) 6
-19--(F) 7
-28--(G) 8
-16--(H) 9
-23--(I)10

10. Studied more than one day

-59%-(A) Yes
-41--(B) No

11. # hrs studies print materials (add up text and study guide)

--5%-(A) 0
-19--(B) 1
-23--(C) 2
-15--(D) 3
-14--(E) 4
--7--(F) 5
--6--(G) 6
--5--(H) 7
--7--(I) 8 or more

# APPENDIX B. STUDY LOG COMMENTS

## COMMENTS ON PROGRAMS VIEWED

### BRAIN

**Learning and Memory #7:**

Earlier programs more concise.

I liked the examples given and the people used. It carried across the theme.

**The Two Brains #8:**

The program was excellent and clarified concepts that weren't covered thoroughly in the text.

People used in the program were very interesting. I seem to get more information this way by example.

**Madness #9:**

The program was interesting & frightening but I wish it wouldn't have focused completely on schizophrenia.

Seemed to be heavy on schizophrenia.

Program should have included depression. I'm sure the schizophrenia information helped people who have to deal with it but depression is also a major illness and it can be helped. People need to be informed!

Stories involved were interesting.

They spent too much time on the people with schizophrenia -- no explanation or talking -- very boring.

**States of Mind #10:**

It was excellent -- more well-rounded and touched upon material not covered in text.

Felt that the program and book did not cover enough "future" material.

### CONSTITUTION

I enjoyed every program. The course was a pleasure -- only complaint is 10 P.M. is too late and future courses should be earlier.**

The programs are difficult to see on Tuesdays without going through changes. Saturday programs should be more around 4-6 P.M. in the afternoon, by this hour people will view show for relaxing purposes.

**School Prayer, Gun Control, and The Right to Assemble #9**

O.K.

Good.**

Interesting -- illustrated the intensity of the debate on religion in America.

**The Sovereign Self: Right To Live, Right To Die #10:**

Didn't see.

Opens up with real dialogue.

Good.** Very good. Fair.

One of the best programs. Participants really put their honest view on the line.

It was amazing that so many of the pertinent issues and questions could be raised and discussed in such a short time.

The authorities on the show were more focused on. Some of the other panelists need to be prompted more to give their views. This would stimulate more thought.

**Immigration Reform #11:**

Very good.

Timely discussion -- learned new insights into this contemporary debate.

Good.

**Affirmative Action Versus Reverse Discrimination #12:**

On the whole, the program was excellent, but the style to stimulate discussion should be re-evaluated to get more ideas for thought from panelists who spoke less.

Good.

The most controversial of all the programs. At times, a heated, emotional discussion.

**Federalism: The National Government Versus the States #13:**

Fair.

Wrap-up program sort of left me hanging or, more precisely, wanting more. I will miss the programs.

## COMMENTS ON PROGRAMS VIEWED (cont.)

### WRITE COURSE

Interesting but unnecessary.

Good content.** Good as ever.

Fair.

**Words and Meanings #19 / Word Strategy #20:**

Clarified the material.

Interesting information about language.

**Revision Strategies #21 / Using The Writer's Tools #22:**

O.K.

The plot in the story gets in the way of the information to be gotten that pertains to the course.

It is good to stress that one should edit one's writing. There is a temptation to skip this step.

**Discovering the Library #23 / Writing a Research Paper #24:**

It was a good idea to show someone using a library with confidence. I always anticipate rejection in a library.

A good script -- very informative.

Easy-to-follow guidelines.

The idea of writing a paper about something of interest to me is foreign. The "papers" I've written were demanded of me.

**Writing about Books #25 / The Essay Test #26:**

I remember in school being told to write book reports. The books were unhappy experiences. I wish I could lose myself in a book and then review it.

The suggestions about technique are very astute. They could be used to answer questions found on one's desk in the morning.

**Writing at Work #27 / Report and Proposal Writing #28:**

Each job has forms of communication which must be followed even if they seem to be stilted, strange or full of cliche.

You aren't going to change the style demanded by the boss.

Cassie and Jenny put their shoes on the couch. Business letter cliche skit was so true!

The statement about format is appropriate. There is a form for everything.

**Style #29 / New Directions #30:**

I really appreciate knowing what "style" is. I've heard and read about it all of my life but never knew it was a flexible part of a craft.

Good final comments.

This was a nice little survey and, as the actors say, "a beginning".

Not very interesting for the last show.

### NEW LITERACY

The programs are well presented but move very fast. It is impossible to take comprehensive notes.

Taped, listened, took notes.

I feel that I have viewed the whole course, I can go back and study it.

I saw that the programs are going to be run again on TV. I definitely plan to watch again (possibly VCR capabilities somewhere on campus if student wants to view again?).

**Programming Languages #16:**

I normally watch during the week, when the program is viewed on a Saturday, the hour with the instructor is omitted. Have I missed information that will be useful in the future?

**The programming Environment #17 / Operating Systems #18:**

Good, informative.

**System Options #19 / Computer Files and Databases #20:**

Great. Instructor easily understood and precise.

**Data Communications #21 / Office Automation #22:**

Instructor provides a lot of insight into data communications.

**Computer Security #25 / Issues and Trends in Computing #26:**

The programs were not aired, because of another Pennarama program. CNN, the News Channel, was on the air instead of The New Literacy.

COMMENTS ON PROGRAMS VIEWED (cont.)

CONGRESS

**Congress and The President #19 / The Power to Impeach #20:**
Gave good examples of both power of President and of Congress.
Very good information on Watergate.
**Congress and The Bureaucracy #21 / Congress and The Court #22:**
These programs were more complicated and sometimes harder to follow than previous programs.
Very complicated. Study questions were hard to follow and arrive at the correct answer. Too much time on Maxine Savitz case.
Watched twice. I took more notes on this one 30 minute program than most -- a lot of new material. I'm still confused about that legislative veto.
Wish it could have had more time with the courts.
**Congress and The Media #23 / Congressional Ethics #24:**
Information on media's viewpoint was interesting. Also, ethics history was interesting.
Very informative -- easy to understand. Enjoyed the Congressman who never changed his uninhibited speeches after televised airings.
Good information.
Far more interesting than last week -- more human interest.
**The Power of The Purse #25 / An Assessment of Congress #26:**
Tedious and somewhat confusing (#25).
Boring at times -- panel format not effective (#26).
Round table discussion was a waste of time -- only gives opinions. Didn't keep my attention.
The program had a variety of guest speakers who gave their opinions of the budget. It was a hard subject that will require some extra study. I couldn't grasp the budget phases as they appeared on the screen.
As the final episode, I was disappointed in a panel approach. More pictures of various past episodes would have been a lot more helpful.
Didn't explain well enough the information given (#25).
Should have gone into information more.

## COMMENTS ON TEXTBOOK MATERIAL

### BRAIN

**Learning and Memory #7:**
Very interesting reading -- material was well written.
Didn't hold my interest.
Felt the chapter was easily readable and easier to commit to memory.
Text contradictory.
**The Two Brains #8:**
A lot of good information -- graphs and pictures carry information across.
Never really gave us the facts.
I like the variety of material and the presentations in the chapter. I will be able to apply and use this in the medicine.
Fascinating material -- clearly presented.
Contradiction between text and fig. 815 (text referring to "Tom & Dick" -- no "Tom & Dick", per se, in fig. 815).
There was little redundancy throughout this chapter -- a little here and a little there.
**Madness #9:**
Book has excellent charts and pictures -- brings the words across with a meaning.
The show was more interesting this time. Hard to find information.
More understanding than some previous chapters.
I liked the text much better, it was more concise and well-rounded.
**States of Mind #10:**
Reading was interesting and thought provoking.
More philosophy than fact. Dragged.
A weak chapter -- rambling, uncohesive, pseudoscientific speculation.

### CONSTITUTION

Dr. Wolk's book could be understood.
Books well written, especially Dr. Wolk's. It's so easy to understand.
The Constitution: That Delicate Balance -- the chapter on Does Money Talk was written with legal terms included and definition briefly explained.

**School Prayer, Gun Control, and The Right to Assemble #9:**
Succinct and concise discussion of a complex topic.
**The Sovereign Self: Right To Live, Right To Die #10:**
Good basis for discussion.
**Affirmative Action Versus Reverse Discrimination #12:**
The textbook is a challenge in raising constitutional issues but connection with TV shows needed to be explained.

### WRITE COURSE

Too much to digest.
Good.
Informative.

**Words and Meanings #19 / Word Strategy #20:**
Clear presentation of use of words.
Explains cliche and euphemism clearly.
**Revision Strategies #21 / Using The Writer's Tools #22:**
Long assignment.
That's quite a bit of reading. One can't scan that text.
Revising: Readability and Effectiveness -- this is a life work rather than a chapter.
I wish this material was in my memory and available for use. I must constantly look for rules.
A good reference chapter.
**Discovering the Library #23 / Writing a Research Paper #24:**
Not enough explanation in books for assignment.
More of a reference work than a chapter of rules to be remembered.
Much good "how to" for writing reference papers.
Research paper examples were good.
**Writing about Books #25 / The Essay Test #26:**
Reading required in study guide.
**Writing at Work #27 / Report and Proposal Writing #28:**
It's good to have a reference giving the forms to follow when writing business letters.
**Style #29 / New Directions #30:**
I've read the data about style twice and begin to see more in it.

COMMENTS ON TEXTBOOK MATERIAL (cont.)

NEW LITERACY

It is a good text, but takes concentration to learn it.
Well written.

**Programming Languages #16:**
Good -- a lot of detail to remember.
I found the material on programming and structured programming boring and confusing -- perhaps too technical for a general interest course. Programming Language stuff was interesting and informative -- pointing out history and strengths of languages without going into detail of their structure.
**The Programming Environment #17 / Operating Systems #18:**
Good.
"Virtual Systems" and virtual machine still seem like magic -- not quite real. My reading and the programs have gotten out of sync. I am plowing through reading and study guide at my own pace -- which is no problem, except when I try to fill out these forms!
Material became more complex and difficult to grasp. Chapter 14 more intermediate level.
**System Options #19 / Computer Files and Databases #20:**
Figure 15.7 is a good photo, but not informative.
Chapter on database management fairly interesting because I'm learning to use one.
Too technical.
**Data Communications #21 / Office Automation #22:**
Figure 16-2 and figure 16-7 are both excellent visual photos, but not necessary for knowledge of computer communication.
Chapter on communications system (like earlier one on operating systems) seemed to get bogged down in names and acronyms of every corporation with its fingers in this particular picture.
Not as technical as 14 and 15 but still more than a beginner needs to know.
**Computing Services #23 / Computing, Organizations, and the Individual #24:**
Good. It would be more helpful if the chapters were done one week at a time. Chapter 17 is taking 2 weeks to cover the information.
Good. But subject less interesting to me.
Issues chapter O.K., a little slim though, and ridiculously optimistic about the future of "understanding" between human and systems which will share nothing but logical reasoning capacity. Views of the critics like Joseph Weisenbaum (MIT) not even alluded to. More balance needed.
Easier -- more general information.
**Computer Security #25 / Issues and Trends in Computing #26:**
Quite lengthy, but very interesting.
Well done.
Good.

CONGRESS

Have found this to be an excellent text.
I watched the programs first, then read the assignments prior to the final test.

**Congress and The Bureaucracy #21 / Congress and The Court #22:**
A lot of detail.
Need to reread again for retention.
A lot of material that is hard to grasp the first reading.
Reading was fairly interesting. News coverage of House and Senate and press coverage were interesting key issues.
Material is hard to comprehend.
Very difficult reading -- I had to reread many sections (Ch. 11).
**Congress and The Media #23 / Congressional Ethics #24:**
Understandable -- easy to follow.
Need to read textbook before viewing programs.
More readable than some chapters (Ch. 5).
**The Power of The Purse #25 / An Assessment of Congress #26:**
Detailed -- somewhat confusing.
Skim read -- fairly easy to understand.
Very boring information. Was not concise and to the point (Ch. 11,12).
One of the more interesting sections of the book (Ch. 11,12).

## COMMENTS ON STUDY GUIDE

### BRAIN

**The Two Brains #8:**
It was more detailed and in some of the areas covered information not covered in the text.
**Madness #9:**
Nothing unusual -- it was just good reinforcement.

### CONSTITUTION

Most helpful.
Covered cases well. Good reading.
Easy to read and relevant for all the programs.

**Affirmative Action Versus Reverse Discrimination #__:**
Enjoyed this chapter. Thought it did a good job of recounting history of affirmative action. (Ch. 2)
The study guide spelled out the issues on Civil Rights quite carefully.
The material in the study guide is very helpful in understanding the complicated topic of affirmative action. It's also quite clear on the cases associated with.

### WRITE COURSE

Some of the sentence structure hard to follow.
Interesting sounding book, Presidential Anecdotes, reviewed.
Excellent.
Good.**

**Words and Meanings #19 / Word Strategy #20:**
Supplements the program.
Additional information about language.
Typo on page 115 3rd item in Remember column -- should be: from his son's teacher.
**Revision Strategies #21 / Using The Writer's Tools #22:**
I'm not ready for this. I need information I don't have.
This is a good beginning for one who is learning to rework written expression.
**Discovering the Library #23 / Writing a Research Paper #24:**
The concept of a "search strategy" will be helpful to me.
My research paper on the job consisted of passages from manuals. No paraphrasing acceptable -- copy it and document it.
**Writing about Books #25 / The Essay Test #26:**
Did not totally understand assignment 25A.
The book review excerpt from Time was not a very good piece of writing.
This was a very good section about essay tests.
Would have liked more examples of test questions rewritten into thesis statements.
**Writing at Work #27 / Report and Proposal Writing #28:**
Reminders to keep it brief and simple bear the repetition they receive.
Business is dependent upon selling. Selling is communication.
**Style #29 / New Directions #30:**
Learning the elements of style was a revelation.
I've learned about writing as a craft and a process not just a chore.

# COMMENTS ON STUDY GUIDE (cont.)

## NEW LITERACY

Very good.

I generally refer to study guide after reading the chapter to quiz myself, but as I find the guide nit-picky (is that a word?), detail-oriented. The Overview, however, I find very useful in checking whether I picked up main ideas and important concepts. I read chapter straight through rather than in parts as suggested in guide. Some study guide questions tend to expect the reader to absorb programming in several languages from the shallow overview provided.

It helped tremendously to correlate material between the two books.

Possibly make available (at libraries?) the study guide geared for the non-television course.

**Programming Languages #16:**

A lot of important detail. Self-test too lengthy.

**The Programming Environment #17 / Operating Systems #18:**

This was a hard lesson -- the hardest one I've had so far.

Focus questions reinforce the text, but not the instructor's lesson during 1st half hour of the program.

Sometimes questions deal with picky information -- not anything that I would want to retain on a long-term basis.

**System Options #19 / Computer Files and Databases #20:**

Good.

Questions answered as I viewed programs -- generally did all questions, not just those assigned.

Too much terminology -- necessary for a beginner?

**Data Communications #21 / Office Automation #22:**

Focus questions are informative, but will probably not be mentioned in the final exam.

**Computing Services #23 / Computing, Organizations, and the Individual #24:**

Mini projects do not have to be graded.

**Computer Security #25 / Issues and Trends in Computing #26:**

The overview repeats the text -- a good reminder, but not necessary.

## CONGRESS

Very helpful.

Without study guide I would fail the class. Brings program and textbook together. Study question.

Have found the study guide to be a good/fair introduction to the topic.

I read the material first before watching the programs if possible.

Reread all material prior to the test as review.

Had to reread it as it did not "come through " the first time.

Reviewed questions in back of study guide as review for final.

**Congress and The Bureaucracy #21 / Congress and The Court #22:**

Confusing at times.

Not very interesting (#21).**

Certain issues were easy to read (#22).

Interesting material (#22).

**Congress and The Media #23 / Congressional Ethics #24:**

Clear.

Reading was not difficult and correlated with the program. I read it twice (#23).

Good information -- showed relationship between members and media (#23).

Study guide correlated with film well (#24).

Didn't go into scandal as much as I would have liked (#24).

**The Power of The Purse #25 / An Assessment of Congress #26:**

Self-test question #4 for program 25 is unfair and unclear. I carefully checked text and study guide and found no clear statement to answer any such question's enumerated choice of answers. Also, self-test question #3 on program #26 has a wrong answer in answer key.

Shortened budget process was helpful (#25).

Easy to read but much to remember. The budget process is somewhat complicated to read and remember (#25).

Just O.K. -- not very interesting (#25).

This was a pretty good finale presented. It was concise and picked the key statements presented in the final program (#26).

Not effective for me because of its format (#26).

The last assignments do a good job of tying the material together.

## COMMENTS ON ASSIGNMENTS

### BRAIN

**Learning and Memory #7:**
Did an outline on the chapter*** (detailed -- took about 4 hours to complete).
**The Two Brains #8:**
Did an outline on the chapter*** (detailed -- took about 5 hours to complete).
Assignments to summarize chapter -- write 5 multiple choice questions.
**Madness #9:**
Did an outline on the chapter*** (detailed -- took about 5 hours to complete).
Summarize chapter -- write 5 multiple choice questions.
**States of Mind #10**
Did an outline on the chapter*** (detailed -- took about 6 hours to complete).
Summarize chapter -- write 5 multiple choice questions.
Turned 4 outlines of 4 chapters of "Inside the Brain" by William H. Calvin plus Dr. George A. Ojemann, M.D. for extra credit.

### CONSTITUTION

Some research done on voluntary term paper.
The study guide -- instead of taking the cases and giving an outline for comparison, review objects of the cases. Constitution in Plain Language 1st Amendment.
The strength of the study guide lies in its relating the cases as real events affecting our lives, (i.e. Simpson-Mazzoli Bill).

**The Sovereign Self: Right To Live, Right To Die #10:**
Wolk page 30 -- The Constitution.
**Federalism: The National Government Versus the States #__:**
Wolk page 19,26,27.

### WRITE COURSE

Rough draft of Halfway House due.*****
500 word final draft on Halfway House.*****
Working draft of "A Local Issue".**** Very interesting assignment. I spent 4 1/2 hours on writing and 1 1/2 hours on research.
Final draft of a Local Issue.*** I did research and worked many hours on this assignment. It turned out to be most interesting and challenging.
Write in journal -- completed.

**Words and Meanings #19 / Word Strategy #20:**
3 writing assignments, drafts completed.
1 writing assignment draft due 11/15.
**Revision Strategies #21 / Using The Writer's Tools #22:**
Go to a lecture -- write down feelings and detail -- write in journal.
Write a letter to a family member and persuade them to try this experience.
Write an article for a newspaper -- review the experience.
Revise draft of newspaper review of new activity. (3 hours)
**Discovering the Library #23 / Writing a Research Paper #24:**
2 drafts and 1 final paper were to be submitted by November 23 -- completed -- late submission.
Choose an opinion you believe in -- write in journal about it. Write the opposite point of view. Write -- advocate your opinion, but consider the opposite opinion fully.
Essay on opinion and opposing view. Letter to opponent.
**Writing about Books #25 / The Essay Test #26:**
Working draft of a Local Issue -- my topic was Traffic on Central Expressway. The teacher gave me an F, pretending I copied something in the newspaper which was false.
**Writing at Work #27 / Report and Proposal Writing #28:**
3 pieces written by December 5 -- completed.
Final draft of letter by December 6 -- completed.
Write an account of the course experience.
Write 1 page -- evaluate and describe the course.
Revise paper -- letter to person with opposite opinion -- completed.
**Style #29 / New Directions #30:**
Personal account of learning experience in this course due December 19.

COMMENTS ON ASSIGNMENTS (cont.)

NEW LITERACY

Possibility of choices of assignments -- i.e. "out of problems a,c,d,and e, choose and explore one (of choice)" not just "do problems". That way, instructor has some say regarding depth of questions to be chosen from and student has some say about what area he/she wants to explore. Found that now that I am going over most of the reading material for second time, things are much clearer. I must read material once to preview, then tear it apart to comprehend it.

**System Options #19 / Computer Files and Databases #20:**

Due: Secure samples of output of periodic, exception, demand and predictive reports from a MIS Computer system -- all completed.

MIS provide output in types. Group into categories from school, hospital, business, etc. Busy work! Requires a great deal of time.

**Computer Security #25 / Issues and Trends in Computing #26:**

Wrote an article dealing with federal laws dealing with protection of individual rights.**

Viewed a current film on a documentary dealing with computer use or abuse as its theme and state how taking this course would affect your attitude towards it and how it might change it.***

CONGRESS

I myself after reading each chapter wrote out a 3 or 4 page summary of what I thought were the most important points of said chapter(s). I used these notes as a study aid for the 2 examinations.

Project -- 8-10 page term paper.

Project -- report on Congressional staffing.

## COMMENTS ON QUIZZES AND TESTS

### BRAIN

**Learning and Memory #7:**
Open book quiz #7.
The quizzes are due the following Tuesday after the airing of the program, but I do them the same week! Take approximately 45 min. to do quizzes.
Final exam -- scored 96 out of 100. I got an A in the class.
Take-home quiz (20 questions -- multiple choice, true or false, matching and fill-in-the-blank).
20 question quiz.
1 mail-in quiz, open book, fairly easy.
**The Two Brains #8:**
Quiz #8 -- had a bit of trouble with the semantics -- had to read over and over to get meaning.
Take-home quiz (20 questions -- multiple choice, true or false, matching and fill-in-the-blank).
20 question quiz.
Another take-home, mail-in quiz, 20 points. Some questions had no answer.
**Madness #9:**
Take-home quiz (20 questions -- multiple choice, true or false, matching and fill-in-the-blank).
20 question quiz.
Take-home quiz.
**States of Mind #10:**
Take-home quiz (20 questions -- multiple choice, true or false, matching and fill-in-the-blank).
20 question quiz.
1 take-home quiz. 1 Final -- questions same format as tests, only longer.

### CONSTITUTION

### WRITE COURSE

Timed writing test (1 hour).***
Timed writing test (2 hour).**
On campus final.
One hour essays on a given subject.
None.***

### NEW LITERACY

Test on chapters 7-12.**
There are self-tests at the end of each telecourse chapter. These are required every week.
Final exam not easy. Instructor used a cross section of prepared questions supplied -- grades were scaled up -- everyone scored in high to mid seventies or lower -- once again, a tough course.

### CONGRESS

Completed self tests.** Found questions unclear. Also found errors (i.e. #3 of self test 26).
Self tests pages 154-159.
Mid-term -- multiple choice.
Multiple choice and essay test.
I always do the self-test questions program by program and very seldom can get 75% accuracy (checked with the self-test answers). Usually I do these after the program. When I read them prior to the program and then again after, I can "hear" the answer, though not always and receive a better score.
Multiple choice quiz in class.
Final exam -- combination multiple choice and essay.
Midterm -- units 8,9 and 10. Final -- units 11,12 and 13.
Test -- multiple choice, identifiers, essay.

## CONTACT WITH THE INSTITUTION

### BRAIN

Mail-in quiz.***

No.******

Phone call regarding course.

Received a note listing the grades I got for previous homework.

Discussion period on campus November 14th.

Saw instructor to pick up the second half of the quizzes.

Phone.**

Yes -- talked with instructor about content expected in summaries. Doing O.K.

Teacher let us review our mail-in quizzes before test.

Discussion period on campus December 10th. Final exam on campus December 11th, completed.

I went in and talked to the instructor approximately 6 times during course of the class to discuss context of class -- very interesting and enjoyable class!

### CONSTITUTION

Attended optional seminar on campus -- only professor and two other students were present.

Attended seminar/review which took place just prior to administration of final exam.

With a little more work from Advisor it could really be well worth the time and effort.

Met at college.

Library research for connection and understanding to be fully made clear on campus.

I had contact with another student.

I had contact with my school.

I spoke to professor on campus about a few questions I had.

Yes, phone calls.

Law library study off campus -- this broaden my thoughts and made me have more questions.

Law library and looking up legal terms for my reading on campus.

Spoke with professor -- on-campus office appointment.

Tapes in Learning Center to refresh memory and help with concept for my review and preparation for the final exam.

Review class.

Every so often I've had phone conversations with another student in the course. I've also gotten together a number of times to discuss the individual programs we've viewed.

### WRITE COURSE

Phone conversations,** mail.

Called Ms. Stover explaining VCR's all broken at both Public Libraries, was told to concentrate on written assignments.

Phone conversation with instructor, wanting to know what to expect for a timed writing test.

Went to testing center to take final exam.

20 minute conference with instructor as required. Talked over papers and notebook and journal.

Phone conversation -- draft of letter acceptable as final draft -- previous papers acceptable but many corrections.

Mail -- last assignment graded and returned. Remarks vague -- not sure how to correct paper to instructors specifications.

Phone conversation -- good suggestions, easy to follow.

Written communication regarding last assignment. Vague comments on improvement in style -- not sure of reason behind them.

### NEW LITERACY

No, however did receive test on chapters 7-12 on Tuesday, November 19, 1984.

Talked to my professor on the telephone concerning when the mid-term would be.

No assistance other than using Pattee Library on campus as a major source of reference.

Only by written note when I sent in a lesson. I couldn't reach him by phone and limited office hours made it difficult to make contact.

Contact through research project conducted by Annenberg Project and PSU. Also, contact with instructor by mail.

I met instructor, who spent over an hour with me, explaining various aspects.

CONTACT WITH THE INSTITUTION (cont.)

CONGRESS

No.****

Discussion session helpful for what find of test and a little on materials.

Spoke to instructor on the phone concerning the final exam. He has always been accessible and willing to answer any questions I have had. We have our optional discussion.

Review session prior to test.

Only student contact was with the optional discussion test preview and test hours. I phoned the department to find out class meeting since we'd had such problems with meeting places. I have received several pieces of mail regarding the class, etc.

On campus class. We had a speaker -- John Durkin, a former US Senator who is now a lobbyist. This was the project of one of the classmates.

Personal conversation with other student about end of course.

Talked with other students. Had one hour discussion group, headed by professor, prior to test.

Took the class with a friend with whom I have studied prior to each test.